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ABSTRACT

These standards and objectives provide a new impetus for improving public education by placing emphasis on educational planning. Required by the new Constitution of Virginia, standards for personnel, instructional materials, program, and systemwide planning and management are established in conjunction with rules and regulations for their implementation. These standards and objectives are designed to help each child acquire basic knowledge and competence in fundamental learning skills; acquire skills and knowledge needed for employment or for education beyond high school; acquire a sense of personal worth and dignity; develop attitudes and values that lead to responsible citizenship; develop understanding of one's relationship to his ecological, physical, economic, and social environment; understand and appreciate people of different nationalities and ethnic groups; develop personal habits for continuing physical and mental health; and appreciate beauty as it contributes to daily life. This manual contains suggestions and instructions to help local school districts implement these standards and objectives. (Author/DW)

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MANUAL FOR IMPLEMENTING STANDARDS OF QUALITY AND OBJECTIVES FOR PUBLIC SCHOOLS IN VIRGINIA, 1972-74

BEST COPY AVAILABLE

State Department of Education
Richmond, Virginia
September 1972

EA 006 583

INTRODUCTION

As required by the new Constitution of Virginia, standards of quality for public schools were adopted by the State Board of Education in August 1971 and were revised and enacted by the General Assembly for the biennium beginning July 1, 1972. Standards were established for personnel, instructional materials (including educational television), program, and systemwide planning and management. In addition, the General Assembly enacted performance objectives for the State and for school divisions and planning and management objectives for public schools and teachers. The State Board was directed by the General Assembly to adopt rules and regulations necessary to implement the objectives. This manual contains suggestions and instructions designed to help the local school divisions implement the standards and objectives.

The Standards of Quality and Objectives for Public Schools in Virginia provide new impetus for improving public education and offer new opportunities for the State Department of Education and local school divisions to work together toward this common goal. They are the single most potent instrument made available for effecting substantial improvements in public education. In the hands of skilled practitioners they should propel Virginia's public school system into a new and more productive era. They place noteworthy emphasis on educational planning which is the most important function of the public school administrator.

The standards and objectives are designed to help each child to develop as fully as possible in the following ways:

- To acquire competence in using the fundamental learning skills and to acquire basic knowledge needed for participation in today's society;

- To acquire skills and knowledge needed for education beyond high school or for employment;
- To acquire a sense of personal worth and dignity;
- To develop attitudes and values that lead to responsible participation as a citizen of our republic;
- To develop understanding of one's relationship to his ecological, physical, economic, and social environment;
- To understand and appreciate people of different nationalities and ethnic groups and their contributions to the development of our nation and culture;
- To develop personal habits for continuing physical and mental health;
- To appreciate beauty and to understand its contribution to daily life.

The standards and objectives will be reviewed every two years to keep pace with changing expectations and conditions affecting education, new knowledge in the science and processes of education, and improved methods of evaluating educational quality.

The staff of the Department has been organized into 22 teams—one for each Planning District—to work directly with the localities in developing plans for meeting the Standards and Objectives. The team leader for each Planning District will work with the local division superintendent and will be responsible for bringing the full resources of the Department to each locality to help achieve the improvements envisioned in the standards and objectives.

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I. POLICY ON ACCEPTABLE DATE FOR INAUGURATING KINDERGARTEN EDUCATION UNDER THE STANDARDS OF QUALITY AND OBJECTIVES
Adopted By State Board of Education, June 23, 1972

In view of the importance of providing kindergarten education throughout the State, school divisions should begin planning promptly for the inauguration of this program by September 1974. In exceptional circumstances and for justifiable reasons, the Board of Education may consider September 1976 as the latest "acceptable date" for the inauguration of kindergarten education.

II. REGULATIONS FOR IMPLEMENTING STANDARDS OF QUALITY AND OBJECTIVES FOR PUBLIC SCHOOLS IN VIRGINIA, 1972-74
Adopted By State Board of Education, June 23, 1972

1. All assigned State-aid support positions shall be reimbursed on the basis of 60 percent of the State Minimum Salary Scale. In exceptional circumstances and in the discretion of the Board of Education, a locality may employ fewer persons than the number of assigned State-aid support positions.
2. The percentage of attendance of pupils shall be at least 90 percent of school membership or not less than the average percent of the previous three years. In the event a school division does not meet this requirement, the State reimbursement shall be reduced in an amount proportionate to the difference by which the actual percentage falls below the minimum requirement.
3. The State Department of Education shall prepare a manual for the guidance of local school officials in implementing the Standards of Quality and Objectives for the public schools for 1972-74.
4. The division superintendent shall furnish on forms prepared by the State Department of Education all information requested by the State Superintendent of Public Instruction with respect to the implementation and achievement of the Standards and Objectives.
5. A school division with 2,000 or more pupils in average daily membership shall provide for one State-aid administrative position in the central office on a full-time basis. A school division with 1,000 to 1,999 pupils shall provide for a State-aid administrative position on at least a half-time basis.

6. A person employed in the State-aid administrative position in the central office shall hold a master's degree and shall have had three years of successful experience in teaching and/or school administration and supervision.
7. A person employed as supervisor of special education in the central office shall hold the Postgraduate Professional Certificate and shall have had three years of successful experience in teaching, at least two years of which shall have been in a program for exceptional children. He also shall meet the general course requirements for all supervisory personnel with an endorsement in one area of exceptionality. For 1972-74 exceptions may be made by the State Department of Education on recommendation of the division superintendent, provided the applicant holds a regular teacher's certificate, has met the experience requirement, and will complete all other requirements within two years from the effective date of employment as supervisor of special education.
8. Each school division shall prepare and submit to the Board of Education on or before July 1, 1973, a plan for the proper education and training of all handicapped children. (See "Administrative Requirements and Guidelines for Special Education Programs," approved by the Board of Education on May 26, 1972.)

Regulations 1 and 5 are adopted within the context of the following enactments of the General Assembly:

1. "The (personnel) standards are further revised as follows: They shall constitute standards of quality for, and have force and effect in, each school division only to an extent proportionate to the funding therefor provided by the General Assembly."

2. "The amount included in this item is appropriated in compliance with Standards of Quality adopted by the Board of Education and as revised by the General Assembly, HB 845 (1972) as enacted. Local matching requirements to participate in the distribution of this fund are mandatory in each school division only to an extent proportionate to the funding therefor by the General Assembly." (Item 523, c, 10 of the Appropriation Act for 1972-1974.)

III. PERSONNEL STANDARDS

The quality of education children receive is determined more by instructional personnel than by any other factor. The Standards of Quality and Objectives provide additional State-aid personnel for administrative and supervisory positions in the central office and for teaching and other positions needed in the public schools to meet accrediting requirements.

Statement of Standard

1. Central Office

   a. In addition to the superintendent, each school division shall provide for one State-aid administrative position, subject to the rules and regulations of the Board of Education.

Description and Explanation

Many of the Standards of Quality and Objectives require additional planning by the superintendent and members of his staff. The administrative position is provided to assist the superintendent with the additional planning or to relieve other persons who may be assigned planning responsibilities.

Each school division will be eligible to receive State-aid for this administrative position. The qualifications for the position are three or more years of teaching and/or school administration and supervision, and a master's degree.

The superintendent of each school division employing a central office administrator shall certify to the office of the Assistant Superintendent for Administration and Finance that the person meets the qualifications

specified for the position. State-aid will be provided on a scale comparable to the State scale for holders of the Collegiate Professional Certificate at the appropriate experience level, plus $500 for the master's degree.

Statement of Standard

1. Central Office

b. Each school division shall have one additional State-aid professional position for every 50 State-aid teaching positions or major fraction thereof. Such positions shall be limited to instructional supervisors, including supervisor of special education, and visiting teachers.

Description and Explanation

Supervisory assistance is essential in improving instruction and in curriculum planning and program coordination to meet the needs of students. To provide supervision, one additional professional position was established for every 50 State-aid teaching positions or major fraction thereof, to a maximum of 20, as specified in the Appropriation Act. These positions include full-time instructional supervisors and visiting teachers.

The estimated number of positions to which a school division is entitled will be calculated by the State Department of Education based on the estimated average daily membership (ADM) furnished to the Assistant Superintendent for Administration and Finance by the local division superintendent. The local school division will be notified of the estimated number of allotted positions. The number of positions will be recalculated and adjusted, if necessary, when the division superintendent reports the actual ADM as required for the final distribution of the Basic School Aid Fund for the first seven months, or equivalent period, of the school year in which funds are distributed.

In addition to the estimated ADM and the actual ADM, the local school division should report the experience of and types of certificates and degrees held by persons filling the supervisory positions. Reimbursement for approved State-aid supervisory positions will be 60 percent of the appropriate State minimum salary scale, plus $500 for the master's degree.

When a school division employs more instructional supervisors and visiting teachers than are eligible for State reimbursement, funds will be allotted for the maximum eligible number and will be paid for the persons who quality for the highest State reimbursement.

Statement of Standard

2. Schools

a. There shall be one State-aid elementary school teaching position for every 30 pupils in average daily membership and one State-aid secondary school teaching position for every 23 pupils in average daily membership.

Description and Explanation

State-aid elementary and secondary teaching positions were established by a revision of the State formula permitting reimbursement on the basis of average daily membership rather than average daily attendance.

The number of State-aid teaching positions will be determined by the number of pupils in ADM reported for the first seven months, or equivalent period, of the school year. Estimates will be requested in the spring and in the fall so that payments may be made throughout the year. One State-aid teaching position will be established for every 30 elementary (K-7) and 23 secondary pupils (8-12) in ADM.

An estimated ADM for the next school year will be requested in the spring by the Assistant Superintendent for Administration and Finance, and a report of revised estimated ADM for the year will be requested in the fall. The number of teaching positions for which each school division qualifies and interim payments from the Basic School Aid Fund will be based on these estimates.

The actual ADM for the first seven months, or equivalent period, of the school year and the Certificate Showing Number of Positions In Which Personnel Are Actually Employed will be requested. Final payments for the year from the Basic School Aid Fund will be made on the basis of these reports. When local divisions employ more teachers than the number for which the division qualifies for reimbursement, funds will be allotted for the number of positions which qualify for the highest State reimbursement.

If the percent of attendance falls below the average of the last three years or 90 percent of school membership, the amount of State assistance may be revised accordingly. For pupils entering a school division after the beginning of the year and those who are transferred from another Virginia school division, a certificate must be filed indicating dates of withdrawal and re-entry. A pupil shall be dropped from the roll and marked "Withdrawn" (appropriate withdrawal code) when the pupil has been absent for 15 consecutive days or more.

Statement of Standard

2. Schools

   b. There shall be additional State-aid positions that are required to meet school accrediting standards, including principals, assistant principals, librarians, and guidance counselors.

Description and Explanation

The accrediting standards for elementary and secondary schools require the employment of principals, assistant principals, librarians, and guidance counselors. State-aid positions are provided in these four categories to help divisions meet the accrediting requirements. Reimbursement to localities will be determined in the following manner:

Principals

Elementary: One position per school with 300 or more students, and one-half position per school with fewer than 300 students. The number of individual schools will be those listed on the School Indentification Report, and the number of students will be those indicated on the Report of School Membership as of September 30.

Secondary: One position per school. Individual schools will be those listed on the School Identification Report.

Assistant Principals

Elementary: One-half position per school having 600 to 900 students, and one position per school having 900 or more students. Sources of data are the same as for elementary principals.

Secondary: One position for each 600 or more students per school, and one position for each additional 600 students. Sources of data are the School Identification Report and the Report of School Membership as of September 30.

Librarians

Elementary: One-half position per school for schools having less than 12 regular classroom teachers, and one position per school for

schools having 12 or more regular classroom teachers. The number of regular classroom teachers will be calculated from those teachers reported on the Teacher Daily Assignment Report from each school.

Secondary: One-half position per school for schools having not more than 299 students, one position per school for schools having 300-999 students, and two positions per school having 1,000 or more students. The source of data are the School Identification Report and the Report of School Membership as of September 30.

Guidance Counselors

Secondary: One position per school for each 350 students or major fraction thereof. The sources of data are the School Identification Report and the Report of School Membership as of September 30.

Reporting

A Certificate Showing Number of Positions In Which Personnel Are Actually Employed will be requested for submission to the Assistant Superintendent for Administration and Finance in the State Department of Education on April 15, 1973 and each year thereafter. Final payment for the year from the Basic School Aid Fund will be made on the basis of this report. If a division employs more personnel than the number for which it qualifies, positions selected for State reimbursement will be those that will provide the locality with the largest amount of State aid.

IV. INSTRUCTIONAL MATERIALS AND/OR EDUCATIONAL TELEVISION STANDARDS

Teachers need many kinds of teaching materials and aids, including recordings, maps, magazines, films, television, and books to arouse the interests and to further the learning of pupils with a wide range of abilities. The best teaching and learning situation is provided when textbooks, a wide variety of library books, magazines, newspapers, brochures, audio-visual aids, and television are available to teachers and pupils.

To ensure the satisfactory use of instructional materials and television, provision should be made for a continuous in-service training program for teachers and other school personnel. It is essential that a school have sufficient equipment to meet the needs of pupils, and that it is well maintained and stored in a place where it is accessible to the instructional staff. In addition, the acquisition of a video-tape recorder for each building will increase the flexibility of scheduling educational television programs.

Statement of Standard

Instructional Materials and/or Educational Television Standard

> The annual expenditure for library and supplementary materials and/or educational television shall amount to at least five dollars per pupil in average daily membership, and each school division shall supply from local funds or other available resources the difference between the amount allocated to each school division by the Board of Education and the amount herein required.

Description and Explanation

An annual expenditure of at least five dollars per pupil in ADM for library and supplementary materials and/or educational television

is required of each school division. The expenditure may be made from local, State, or federal funds.

Ninety percent of State-aid for public school libraries is apportioned among the school divisions on the basis of ADM as of March 31 of the preceding year. Each $2.00 allocated in State funds must be matched by $1.00 in local funds. Ten percent of State-aid will be designated as a library development fund for new libraries. The annual State allocation for maintaining libraries will amount to approximately $1.79 per pupil for 1972-73 and 1973-74.

Reimbursement will be available to school divisions using educational television on a 50-50 matching basis up to $2.00 per pupil in membership as of September 30. The total cost of educational television in excess of $2.00 per pupil will be eligible for reimbursement from State funds, providing such rates are approved by the State Board.

Reporting

The amount spent for instructional materials and/or educational television will be obtained by adding the following items from the Annual School Report: 17b2 Other Instructional Costs, line 235 Education Television, and line 314 Library Books, Supplies and Periodicals. The sum of these two lines divided by the ADM of the school division will indicate whether or not the division has achieved this standard. A form will be provided for this report, which will be submitted on July 1, 1973 and each year thereafter.

V. PROGRAM STANDARDS

Elementary Education

The program for accrediting elementary schools is essential to upgrading and strengthening elementary education throughout the Commonwealth. The accreditation standards establish a level of quality for elementary schools. All schools are expected to meet or exceed standards established by the State Board of Education.

Statement of Standard

1. Elementary Schools

> Each school division that has one or more elementary schools unaccredited or accredited with a warning by the Board of Education shall develop by September 1 of the ensuing school year a plan for each such school to meet the accrediting standards, and shall state a date acceptable to the Board for meeting those standards.

Description and Explanation

An unaccredited school or a school accredited with a warning should develop a written plan for meeting a sufficient number of standards to be accredited or accredited and advised. In general, an elementary school will be accredited for 1972-73 if it has from 0 to 5 deficiencies and accredited and advised if it has from 6 to 10 deficiencies.

Procedure for Development

The principal and his staff, in cooperation with members of the central office staff, are responsible for preparing a written plan to meet accrediting standards for those schools not accredited or accredited with a warning. Members of the Division of Elementary Education of the State Department of Education will be available to assist these schools in developing plans for meeting the standards.

The status of accreditation for each elementary school will be determined by the State Board of Education in January of each year. This early date will enable schools that are not accredited or accredited with a warning to begin developing a plan to meet accreditation standards.

The following steps are suggested in developing a plan to ensure that the school meets accreditation standards:

1. Determine the extent and implication of each deficiency
2. Identify the cause of each deficiency
3. Study possible alternatives to resolve each deficiency
4. Develop a plan for resolving the deficiencies
5. Establish a date by which the school expects to meet the standards

Content of Plan

The plan shall include a list of all schools that were unaccredited or accredited with a warning, and show the deficiencies of each school and plans and dates for correcting the deficiencies.

Reporting

The plan for eliminating the deficiencies of each school which was warned or not accredited must be sent to the Assistant Superintendent for Instruction in the State Department of Education on or before July 1, 1973 and each year thereafter.

Secondary Education

The program for accrediting secondary schools is essential to upgrading and strengthening secondary education throughout the Commonwealth. The accreditation standards establish a level of quality for secondary schools. All schools are expected to meet or exceed standards currently established by the State Board of Education.

Statement of Standard

2. Secondary Schools

> Each school division that has one or more secondary schools unaccredited or accredited with a warning by the Board of Education shall develop by September one of the ensuing school year a plan for each such school to meet the accrediting standards, and shall state a date acceptable to the Board for meeting those standards.

Description and Explanation

An unaccredited school or a school accredited with a warning should develop a written plan for meeting a sufficient number of standards to be accredited or accredited and advised. In general, a secondary school will be accredited for 1972-73 if it has no deficiencies and accredited and advised if it has from 1 to 5 deficiencies.

Procedure for Development

The principal and his staff, in cooperation with members of the central office staff, are responsible for preparing a written plan to meet accrediting standards for those schools not accredited or accredited with a warning. Members of the Division of Secondary Education of the State Department of Education will be available to assist these schools in developing plans for meeting the standards.

The status of accreditation for each secondary school will be determined by the State Board of Education in January of each year. This early date will enable schools that are unaccredited or accredited with a warning to begin the process of developing a plan to meet accreditation standards.

The following steps are suggested in developing a plan to ensure that the school meets accreditation standards:

1. Determine the extent and implication of each deficiency
2. Identify the cause of each deficiency
3. Study possible alternatives to resolve each deficiency
4. Develop a plan for resolving the deficiencies
5. Establish a date by which the school expects to meet the standards

Content of Plan

The plan shall include a list of all schools that were unaccredited or accredited with a warning, and show the deficiencies of each school and plans and dates for correcting the deficiencies.

Reporting

The plan for eliminating the deficiencies of each school which was warned or not accredited must be sent to the Assistant Superintendent for Instruction in the State Department of Education on or before July 1, 1973 and each year thereafter.

Kindergarten

The early years of childhood are crucial in the development of the basic values, concepts, and skills needed to assure success in later life. Properly organized kindergarten programs have a high potential for accelerating the rate of progress of pupils, improving educational achievement, and preventing dropouts. The following standard is focused upon achieving, as quickly as possible, the opportunities provided by kindergarten programs for all children of the Commonwealth.

Statement of Standard

3. Kindergarten

> Each school division that does not provide a kindergarten program shall by the end of the 1972-74 biennium develop a plan to provide such a program, and shall state in the plan a date acceptable to the Board of Education on which the kindergarten program will be implemented.

Description and Explanation

Explicit in the standard is the requirement that each school division which does not offer a kindergarten education must develop a plan by the end of the 1972-74 biennium to provide such a program. The school division also is required to set a date acceptable to the Board of Education for implementing the plan.

Implied in the standard is the commitment of the local school board to implement the plan, once it has been developed, by a given date. Consequently, both the plan and the date should be adopted officially by the school board.

Procedure for Development

The division superintendent, with his staff, should create a committee to develop a plan for kindergarten education which meets State requirements. It is suggested that central office personnel, teachers, patrons, and lay citizens, be represented on the committee. After the plan is developed it should be reviewed and revised, if necessary, by the local school board. The board should adopt the plan and state the date set for implementing it.

Content of Plan

The plan should include, as a minimum, the following items:

1. The purposes and objectives of the kindergarten program as envisioned by the school division
2. The organizational plan to be used in the program
3. The number of five-year-olds to be served by the program
4. The number of additional classrooms needed
5. Alterations needed for existing building space that may be available for kindergarten
6. The number of additional classroom teachers needed
7. Additional instructional equipment and supplies needed
8. Additional school buses that will be required
9. Additional support personnel such as bus drivers, cafeteria workers, clerical staff, etc., that will be required
10. A cost analysis based upon items 4, 5, 6, 7, 8, and 9 above
11. The date on which the program will be implemented

Reporting

By July 1, 1974, each school division not operating a kindergarten program shall submit to the Assistant Superintendent for Instruction in the State Department of Education a plan for inaugurating a kindergarten program and a date on which the program will be implemented. Both the plan and the date for implementation shall be approved by the local school board.

Special Education

The basic purpose of education for children and youth who need special education services is the same as that for children enrolled in regular school programs. Because of their special needs, however, they cannot achieve their educational potential unless regular school programs are modified, supplementary instructional and/or therapeutic services are provided, or special classes are offered for them. In some cases instruction must be provided in homes, in hospitals, or in other institutions. The intent of the following standard of quality is to provide an opportunity for all exceptional children and youth to achieve the maximum benefits of public education.

Statement of Standard

4. Each school division shall identify exceptional children including the gifted, by diagnostic procedures and shall develop a plan acceptable to the Board of Education to provide appropriate educational opportunities for them. Such opportunities may be provided through local programs, regional cooperative programs, or tuition assistance for handicapped children where no public school program is available.

Description and Explanation

To carry out the provisions of this standard, the division superintendent and the school board are required to identify through the use of diagnostic procedures all exceptional children in the school division, and submit to the Board of Education an acceptable plan to provide appropriate educational opportunities for them. The plan may be implemented through local or regional programs, or by providing tuition assistance when public school programs are not available.

Procedure for Development

Procedures for the identification and diagnosis of handicapped children are explained in the publication, Administrative Requirements and Guidelines for Special Education Programs, item 3.4, p. 7 through item 8, p. 11, adopted by the Board of Education, May 1972. These procedures will constitute the first step of the plan to be submitted. Procedures for the identification of gifted children will be suggested by September 1, 1972, in a special memorandum from the Division of Special Education.

A list of pupils who need special education services, including a diagnostic evaluation for each pupil, should be prepared and filed in the office of the division superintendent.

Content of Plan

The plan to provide programs for pupils needing special education services should include items such as the kinds of classes and services to be offered, arrangements that may be made on a regional basis, and requirements for personnel, facilities, materials, equipment, and transportation.

Reporting

Each school division shall submit to the Assistant Superintendent for Instruction in the State Department of Education by July 1, 1973 on forms to be furnished for the purpose, information relating to the number of pupils needing special education services and plans to supply these services.

Vocational Education

Students leaving the public schools before or after graduation should be prepared to continue their education or be prepared for employment. Vocational education is designed to accomplish the latter objective by developing knowledge and skills needed for a chosen occupational field. Although this standard specifically refers to vocational education, ideally a complete program of preparation for the world of work would also include occupational awareness activities, orientation and exploration experiences, and effective placement and follow-up services.

Statement of Standard

5. Vocational Education

> Each school division shall provide, either within the division or on a regional basis, training for employment by students planning to enter the world of work, or it shall develop a plan acceptable to the Board of Education by June 30, 1973 to provide such training.

Description and Explanation

The standard for vocational education requires each school division to provide educational programs for students planning to enter the world of work. Such programs may be offered within the division or on a cooperative basis with other school divisions. Divisions which do not offer adequate programs of vocational education to meet this standard must develop plans to provide such programs and give the dates by which the plans will be implemented.

Procedure for Development

School officials in each division shall assess their vocational education program in terms of the following:

1. Needs and characteristics of students including
   a. Number preparing to continue their education or training (professional, technical, other)
   b. Number who will enter employment upon leaving school
   c. Number of disadvantaged or handicapped (including those who are overage)
   d. Number leaving school prior to graduation
2. Relevancy of the existing program to labor market needs
3. Adequacy of the existing program with regard to
   a. Availability of opportunities in all occupational areas (Agriculture, Business Education, Distributive Education, Home Economics, Trade and Industrial Education, Industrial Arts)
   b. Scope of present vocational offerings
   c. Enrollment in present vocational programs (A program is an educational offering which is designed to give students orientation to, or specific job preparation for, a particular occupation or cluster of occupations)
4. Availability of needed facilities, equipment, instructional materials, and supplies
5. Availability of and/or plans for employing competent instructional and supervisory personnel

6. Concluding statement assessing the total program of vocational education in terms of this standard.

If the assessment indicates that the school division is meeting adequately the needs for vocational education, it will not be necessary to develop a plan. If it is not, a plan for meeting this standard must be developed. The plan shall include the results of the assessment already outlined and the items described under Content of Plan, which follows.

Content of Plan

The plan should describe how the standard for vocational education will be met, based on the assessment of the current program of vocational education and the occupational needs of students. The plan should include:

1. New programs to be offered for students, including the disadvantaged and the handicapped
2. Existing programs to be updated or expanded to meet the needs of students and the labor market
3. Cooperative arrangements to be made with other school divisions
4. Additional facilities and equipment needed
5. Instructional and supervisory personnel required
6. Local financial support available, including funds for instructional supplies, materials, and maintenance
7. Financial assistance available from the Division of Vocational Education
8. Time schedule for implementing the plan

Reporting

Each school division shall submit a brief report of the assessment of the program of vocational education by January 1, 1973, to the Director of the Division of Vocational Education, State Department of Education. School divisions not meeting this standard shall submit a plan to meet this standard to the Assistant Superintendent for Instruction in the State Department of Education by July 1, 1973.

Continuing Education

Continuing education provides an opportunity for out-of-school youth and adults to acquire knowledge and skills needed for self-improvement and vocational advancement. It provides training in basic skills for uneducated and under-educated adults, vocational education for adults preparing for jobs or for new careers, and enrichment opportunities to meet avocational and cultural interests.

Statement of Standard

6. Continuing Education

> Each school division that does not provide a program of adult education either within the division or on a regional basis shall develop a plan acceptable to the Board of Education by June 30, 1974 to provide such a program.

Description and Explanation

The standard requires that each school division offer a program for continuing education for adults and out-of-school youth who need and desire educational opportunities. Such programs may be offered within the division, or in cooperation with other school divisions. The local school superintendent is responsible for assessing the adequacy of the adult educational program in his division. If the program is inadequate, the superintendent shall develop a plan by July 1, 1974, to offer a program of adult education. The date by which this plan will be implemented shall be indicated.

Procedure for Development

School officials in each division shall assess their continuing education program in terms of the following:

1. The current enrollment of adults in continuing education programs:
   a. Basic adult education
   b. General adult education
   c. Vocational education
2. The educational needs of out-of-school youth and adults for:
   a. Instruction in basic (elementary) education
   b. Instruction leading to a high school diploma
   c. Instruction leading to a high school equivalency certificate based on the General Educational Development Tests
   d. Vocational education
      (1) Preparation for entering the labor market
      (2) Retraining for a new career
      (3) Supplementing or updating career skills and knowledge for job advancement
      (4) Consumer and homemaking education
   e. Preparation for American citizenship
   f. Programs to meet avocational and recreational needs
   g. Programs involving special community interests
   h. Programs stressing home and parental responsibilities
   i. Programs to improve the educational and cultural environment
   j. Programs for senior citizens
   k. Programs for disadvantaged and handicapped adults
   l. Programs for other groups
3. Relevancy of the continuing education program to the needs of the business and industrial community.

4. Availability of adequate facilities, equipment, and instructional staff.
5. Concluding statement assessing the total program of continuing education in terms of this standard.

If the assessment indicates that the school division is meeting adequately the standard on continuing education, it will not be necessary to develop a plan. If not, the division superintendent shall develop a plan for meeting this standard.

Content of Plan

The plan should describe how the standard for continuing education will be met, based on the assessment of the current program of continuing education and the needs of out-of-school youth and adults. The plan should include:

1. New programs to be offered
   a. Basic education
   b. General education
   c. Vocational education
2. Existing programs to be expanded or updated
3. Cooperative arrangements with other school divisions
4. Instructional personnel, materials, supplies, and utilization of facilities
5. Sources of financial support
   a. Local
   b. Divisions of Vocational Education, Secondary Education, and Special Education of State Department of Education
   c. Other

6. Time schedule for implementing the plan

Reporting

Each school division that does not meet this standard shall submit to the Assistant Superintendent for Instruction in the State Department of Education by July 1, 1974, a plan for fulfilling this requirement. The plan should be accompanied by a statement assessing the adequacy of the existing program of continuing education.

VI. PLANNING AND MANAGEMENT STANDARDS

Adopting Policy

Among the primary functions of a school board are the clarification of educational objectives and the adoption of policies directed toward achieving the objectives. The importance of these responsibilities is stressed in the standard which follows.

Statement of Standard or Objective

1. The School Board shall adopt policies which guide the total operation of the school division toward established objectives.

Description and Explanation

The standard requires the school board to do at least two things: (a) develop and adopt objectives for the school division, and (b) adopt broad policies which facilitate the achievement of the objectives.

Procedure for Development

Each school board, with the assistance of its professional staff, should define clearly the objectives which are being sought in the school division. The board should spend as much time as necessary at each regular meeting to develop policies which facilitate the achievement of the objectives.

Content

The content applicable to this standard is included in the section on school policy manual.

Reporting

Information needed concerning this standard is reported under the section on school policy manual.

Policy Manual

Written school board policies are blueprints for the efficient, effective, and consistent operation of a school division. Unless policies are compiled in written form and kept up-to-date, they may be buried in board minutes, staff and pupil handbooks, or mixed with various administrative memoranda. The following standard fosters a dynamic policy-making process and furthers the development of a system for retrieving policy information at will, for keeping policies up to date, and for assuring full implementation of all policies.

Statement of Standard or Objective

2. The Superintendent shall prepare a policy manual in cooperation with school division personnel.

Description and Explanation

This standard places on the superintendent the responsibility for preparing a policy manual in cooperation with personnel in his school division. No rigid formulas are given by which the superintendent must develop the manual or involve personnel. This consideration is deferred to decisions which must be based upon considerations within each local school division.

A policy manual is to a local school board what the Code of Virginia is to the General Assembly of Virginia. It includes all of the policies, rules, and regulations under which the board operates.

Generally speaking, school board policies are broad statements of principles that give direction for administrative and legislative action within a school division, whereas rules or regulations are detailed

administrative directions for putting policies into action. Rules and regulations give specific directions as to how, by whom, where, and when things are to be done. Insofar as possible, board policies should be separated from administrative rules and regulations.

Many policies, rules, or regulations of a school board are based upon the Code of Virginia or upon Regulations of the State Board of Education. When policies, rules, or regulations refer to these, proper notations or cross-references should be made.

The following suggestions should be helpful in organizing a policy manual:

1. Bind in loose-leaf form in a ringed notebook in order that changes may be made easily and quickly.

2. Reproduce pages (on heavy paper) by some duplicating process with all pages either typewritten or printed, not handwritten.

3. Include a table of contents.

4. Use index tabs to facilitate the identification of each section of the manual.

5. Select a numerical system for identifying the content of the manual that contributes to ease in locating topics and permits flexibility in changing the manual content.

6. Identify the content of each page by use of a general heading or appropriate index number.

7. Show the date of adoption following each policy statement and each policy amendment.

8. Place only one item on each page for ease in locating items and changing the content of the manual.

9. Include appropriate references if a policy stems from State law, rule, or regulation rather than from a decision of the local school board.

10. Use color coding to separate policy statements from State law, State Department rules and regulations, and local administrative rules and regulations. Each should appear on a separate colored page with an identical numerical codification system.

Procedure for Development

The development of policy is a dynamic, continuous process. The development of an initial manual, however, is a project that can be completed within a given time and involves, at least, the following tasks:

1. Identifying and coding existing board policies.
2. Identifying and coding existing administrative rules, regulations, and other procedural instruments designed to implement board policies.
3. Separating official board policies from administrative rules and regulations designed to implement them.
4. Identifying and reconciling contradictory statements.
5. Checking policies for consistency and conformity with State law, State Department of Education regulations, federal guidelines, and court rulings.
6. Identifying areas of concern which are not covered by written policy.
7. Preparing recommendations for board action regarding new policies and/or revisions of existing policies.

The initial development of a policy manual should be headed by a staff member or a consultant. Developing a policy manual is a time-consuming process, and adequate staff time must be allotted for it. Because of his knowledge of the school division and its needs, it would be preferable to assign this task to a staff member rather than to a consultant. If a consultant is employed he should have the background and experience needed to accomplish the task. In either case, the person heading the project must involve the personnel of the school system in developing the manual.

In developing a policy manual, the following records and documents should be reviewed:

1. Existing policies and administrative rules and regulations manual.
2. Board minutes for the past five years.
3. Master contracts negotiated with employees.
4. Budget documents for the past five years.
5. Teachers' and students' handbooks.
6. Policy manuals for individual schools.
7. Board-approved advisory committee reports.
8. Current educational specifications for new construction.
9. Board-approved cooperative agreements with other divisions, educational cooperatives, federal projects, and/or foundations.
10. Present State Board of Education rules and regulations.
11. Board-approved federal project proposals.
12. Blank copies of personnel contracts.
13. Present administrative handbook or memoranda which include the following items:

    organization chart
    purchasing guides
    emergency operating plan
    use of school facility forms
    job descriptions
    requisition forms
    school calendar
    field trip regulations

When the policy manual is completed it should be reviewed and discussed thoroughly by the school board. After careful study, all policies included in the manual should be adopted officially and all other previously-adopted policies should be rescinded.

A copy of the manual should be made available to each school board member and the central office staff. Each school should have two copies, one for the principal's office and one for the library. The manual should be kept up-to-date.

The clerk of the board should be charged with making copies of any future policy, rule, or regulation adopted by the board and for distributing them to the appropriate persons.

Content of Policy Manual

The content of the manual should be organized into chapters which should be divided into sections and paragraphs. Appropriate suggestions are included in the Educational Policies Reference Manual distributed by the National School Boards Association. The following listing, however, furnishes a general guide to the content of a manual:

I. EDUCATIONAL PHILOSOPHY

- Objectives of education
- Purposes of the school

II. ORGANIZATION AND STRUCTURE

- Legal status
  - Administration of system
  - Governmental framework
  - Body corporate
  - Compliance with State authority
- General organization
  - Authority and title
  - Legal status of school district
  - Legal power of board of education
  - Type and description of school district
  - Membership
    - number and composition of membership
    - term of office
    - filling vacancies
    - removal from office
    - qualifications
    - residence requirements

- Officers
- Standing committees
- Temporary committees
- Oath of office
- Election of officers
    - chairman
    - vice chairman
    - clerk
    - board counsel

Duties and responsibilities
- Chairman (or president)
- Vice Chairman (or vice president)
- Secretary
- Treasurer
- Members

Meetings
- Regular
    - notification
    - time and place
    - public sessions
    - adjourned sessions
    - executive sessions
    - preparation of agenda
    - meeting materials
    - minutes
- Special
    - notification
    - time and place
    - public sessions
    - adjourned sessions
    - executive sessions
    - preparation of agenda
    - meeting materials
    - minutes
- Annual
    - notification
    - time and place
    - public sessions
    - adjourned sessions
    - executive sessions
    - preparation of agenda
    - meeting materials
    - minutes

Operational procedures
- Rules of order
- Order of business
- Quorum
- Voting
- Committees

Citizenship participation
Handling of complaints
Adoption and amendment of
policies
by-laws
administration regulations
Periodic review of
policies
by-laws
administration regulations

Expenses of board and members

Compensation

Conflict of interest

Council and committees
Advisory councils and committees
School advisory committees

III. CERTIFICATED PERSONNEL

Statement of guiding philosophy

Superintendent of schools
Qualifications
Recruitment, selection or election
Duties and responsibilities
Professional growth
Certification
Contract

Assistant superintendent(s)
Qualifications
Selection
Duties and responsibilities
Professional growth
Certification
Contract

Supervisors, directors, coordinators, specialists, etc.
Qualifications
Recruitment and selection
Duties and responsibilities
Professional growth
Certification
Contract

Principals--elementary school, junior high school, and senior high school
- Qualifications
- Recruitment and selection
- Duties and responsibilities
- Professional growth
- Certification
- Contract

Teachers
- Qualifications
- Recruitment and selection
- Duties and responsibilities
- Professional growth
- Certification
- Contract

Temporary or assistant personnel
- Student teachers
- Summer school teachers
- Recreational personnel

Employment, dismissal, and working conditions
- Orientation
- Assignment and transfer
- Resignations
- Evaluation
- Promotion
- Working conditions
  - extra curricular duties
  - staff meetings
  - committee assignments
  - time schedule
  - duty-free period(s)
  - tutoring
- In-service education
- Retraining
- Retirement
- Records
- Non-school employment
- Dismissal
- Publication
- Professional organizations
- Soliciting and selling
- Negotiations

Medical examinations
- Types
- Frequency

Leaves and absences
- Sick leave
- Maternity leave
- Military leave
- Personal leave
- Sabbatical leave
- Absences
- Travel
- Professional leave

Selection, retention, and tenure of teachers
- Probationary period
- Continuing employment
- Tenure

Salaries and fringe benefits
- Insurance
- Retirement
- Vacations
- Salary guides
- Salary checks and deductions
- Extra pay
- Hospitalization

Relationships among board, superintendent, and professional personnel

Procedure for adjusting grievances

Contracts

Political Activity

IV. NON-CERTIFICATED PERSONNEL

Classifications and job descriptions

Employment, dismissal and working conditions
- Recruitment
- Application procedure
- Qualifications
- Selection
- Duties and responsibilities
- Probationary period
- Contractual arrangements
- Health examination
- Compensation
- Fringe benefits
- Employment conditions

Promotions
Dismissal
Transfers
Off-duty employment
Solicitation and selling
Evaluation
Grievances
Overtime
Deductions
Work schedule
Supervision
Expenses
Leaves and absences
    absences
    vacations
    sick leave
    maternity leave
    military leave
    holidays
    other leaves and absences
Salary guides
Salary checks and deductions
Insurance
Hospitalization
Negotiation

V. SCHOOL - COMMUNITY RELATIONS

Relations with news media
    Coverage of board meeting
    Appearances, interviews, and performances
    School news board, staff, and student releases
    Access to schools and classrooms
    Access of photographers to grounds and classrooms

Public participation
    Regular board meetings
    Hearings
    Visits
    Gifts and donations
    Conferences
    Citizens advisory groups
        types
        organization and dissolution
        prospective members and appointments
        composition
        communication
        liaison personnel
        publicity
        volunteers

Parent-Teacher Association
- relationship with school board
- cooperation with faculty
- cooperation of students

Citizens assistance to school personnel
- purposes
- qualifications of assistance
- legal implications
- relationship to school personnel
- remuneration

Relations between public and students
- public appearance and performances by students
- contests for students
- gifts to students
- soliciting funds from students
- soliciting information from students
- student utilization of commercial facilities
- furnishing student information to solicitors

School facility use
- facility availability
- group eligibility
- use of private profit
- application and approval procedure
- fees
- hours
- supervision
- selling and advertising of school property
- supervision by school personnel
- gratuities for school personnel

Relation to non-public educational agencies
- parochial schools
- private schools

Public activities involving staff and student participation in community activities
- complaints concerning school personnel
- gifts to school personnel
- soliciting from school personnel

Relationship with other governmental agencies
- police agencies
- fire and safety agencies
- health agencies
- welfare agencies
- intermediate units
- state agencies
- federal agencies

VI. INSTRUCTION

Establishment of instructional objectives

Organization of instructional program
- Kindergarten and elementary programs
- Secondary programs (including junior, senior, adult, and post-high school programs)
- Adult programs
- Programs for exceptional children
- Summer schools

Standards of instructional programs
- Policy statement concerning quality of program
- Maximum class size
- Teaching load
- Length of school day and term
- Instructional expenditures

Evaluation of instructional program
- Personnel involved in evaluation
  - board members
  - professional staff members
  - local citizens
- Techniques of evaluation

Selection and use of textbooks and instructional materials
- Provision of textbooks to pupils
- Appointment of textbook selection committees
- Use of instructional materials in the classroom
- Establishment and use of materials center(s)
- Plan for distribution of textbooks and materials

Special educational services
- Provision and use of library facilities
- Administration and interpretation of standardized testing
- Guidance and counseling services
- Psychological services
- Health services

Extra class activities
- Intramural athletics
- Interscholastic athletics
- Publications
- Clubs

Instructional resources for teachers
- Audio-visual materials
- Curriculum consultants
- Para-professional personnel
- Helping teachers
- Community resources

Classroom procedures
- Teaching methods
- Experimental programs
- Field trips
- Curriculum extensions
  - special services and classes
  - special schools
  - home teaching
  - summer school
  - recreation
  - cooperative work programs
- Individual and remedial services
  - health
  - guidance
  - psychological
  - psychiatric
  - reading
  - speech
- Student production of services and materials
  - printing in school shop
  - vehicle repair in auto shop
- Classroom management
  - class size
  - testing
  - grouping
  - homework
  - field trips
  - use of audio-visual aids
  - exhibits
  - release time
  - lesson plans for teachers
- Special schools
  - emotionally disturbed
  - physically handicapped
  - mentally retarded
  - visually handicapped
  - adult education
  - summer school
  - vocational school
  - other

In-service activities of professional staff to improve the instructional program

Teaching of controversial issues

VII. PUPIL PERSONNEL

Attendance

Attendance law
Admission requirements
Attendance area--zones
Attendance regulations and procedures
- attendance records
- tardiness
- absence
- early dismissals
- transfer: (1) within system; (2) between systems
- release during school hours
- withdrawal
- non-resident students
- census

Behavior and discipline
- general policy
- hazing
- damage to property
- dress and conduct
- corporal punishment
- detention of pupils after school
- suspension and expulsion
- unauthorized student meeting

Reporting of pupil progress
- grading system
- reports to parents
- promotion and retention

Textbooks and supplies (care and responsibility)
Honors, awards, and scholarships
Activities
- student government
- student organizations (clubs, fraternities, sororities)
- school publications
- social events
- athletic program
  - interscholastic
  - intramural
- field trips
- contests and other activities

Health regulations and procedures
- examinations
- vaccinations
- exclusion for communicable diseases; readmission
- health records
- pregnancy
- use of drugs

Safety regulations and procedures
- fire drills
- supervision
- safety patrol
- traffic regulations
- school accidents, injuries, medical aid, etc.
- school insurance

- Personal expense of pupils
  - student photographs
  - fees
  - laboratory expenses
  - class rings, sweaters, etc.
  - gifts to school employees
  - collection of money--fund raising programs
  - class gifts
- Transportation
- Miscellaneous
  - married students
  - sectarian consideration
  - student employment
    - in school
    - out of school
  - special services provided
  - student use of motor vehicles and parking
  - post graduates
  - census
  - work permits

VIII. BUSINESS AND OPERATIONAL PROCEDURES

- Organization and responsibilities

- Budget
  - Planning
  - Preparation of budget document
    - involvement
    - budget calendar
  - Priorities
  - Board presentation
  - Council presentation
  - Publication
  - Public review
  - Adoption
  - Transfer of funds between categories
  - Budget as spending plan
  - Surplus funds

- Income
  - Local funds
    - taxes
    - other sources
  - State funds
    - foundation program
    - other sources
  - Federal funds
  - Tuition

- Material fee
- Sale of books, equipment, material, and salvage
- Sale and rental of property
- Gifts, grants, and bequests
- Investment of idle funds
- Borrowing
    - bonds
    - short term loans
    - debt limitation

Expenditures

- Purchasing guides
    - quality of goods and services
    - quality purchasing
        - standardization of supplies and equipment
        - quality control
    - relationship with vendors
        - local vendors
        - vendors representatives
        - gifts
        - performance guaranties

- Purchasing procedures
    - requisition
    - specifications
    - bids and quotations
    - purchase order
    - order follow-up
    - receiving goods
    - pay for goods and services
    - individual school purchasing
    - personal purchasing

Accounts

- System of accounts
- Classification of expenditures
- Periodic financial reports
    - treasurer's report
    - monthly financial report
    - budget and expense report
    - annual financial report
    - periodic audit
- Internal accounting

Auditing

Inventories

- System
- Building
- Program
- Special project

- Bonding
  - Fidelity
  - Performance
- Money in school building
- Reporting stolen property
- Non-instructional operation
  - Operation of plant
    - salaries
    - fuel
    - water
    - light and power
    - supplies
    - telephone
    - security of buildings and grounds
    - service of equipment
    - employee service
    - contracted service
- Maintenance of plant
  - Grounds
  - Buildings
  - Heat
  - Light
  - Plumbing
  - Other equipment
- Payrolls
- Title to gifts
- Fixed charges
  - Pensions
  - Insurance
  - Rent
- Auxiliary agencies
  - Library salaries
  - Library books and supplies
  - Health service salaries
  - Health service supplies
  - Transportation
    - equipment
    - personnel
    - service areas
    - fees
    - non-public school pupils
    - safety
    - use of privately owned cars
    - utilizing other public transportation
    - handicapped students
    - board buses
    - contract buses

Debt service
- Payment of bonds
- Interest on bonds
- Interest on notes
- Investment of funds

Capital outlay
- Grounds
- Buildings
- Heat, light, and plumbing
- Other capital outlay

Reporting

Each school division will be asked to submit a copy of its official policy manual to the Division of Research and Statistics of the State Department of Education by June 1, 1974.

PLANNING CAPABILITY

Every school division in Virginia continuously faces many unmet needs. The existing level of educational services must be maintained; yet, at the same time, new needs constantly arise. A systematic approach to educational planning is needed in each school division to assure continuity of efforts toward achievement of long-range as well as short-range goals. Without such an approach planning becomes haphazard and often immediate crises and short-range goals take precedence over the achievement of important long-range goals. The following standard is focused upon the development of a planning capability in each school division in the Commonwealth.

Statement of the Standard

3. The superintendent shall develop the capabilities, procedures, and organizational structure to enable the school division to plan for future needs.

Explanation and Description

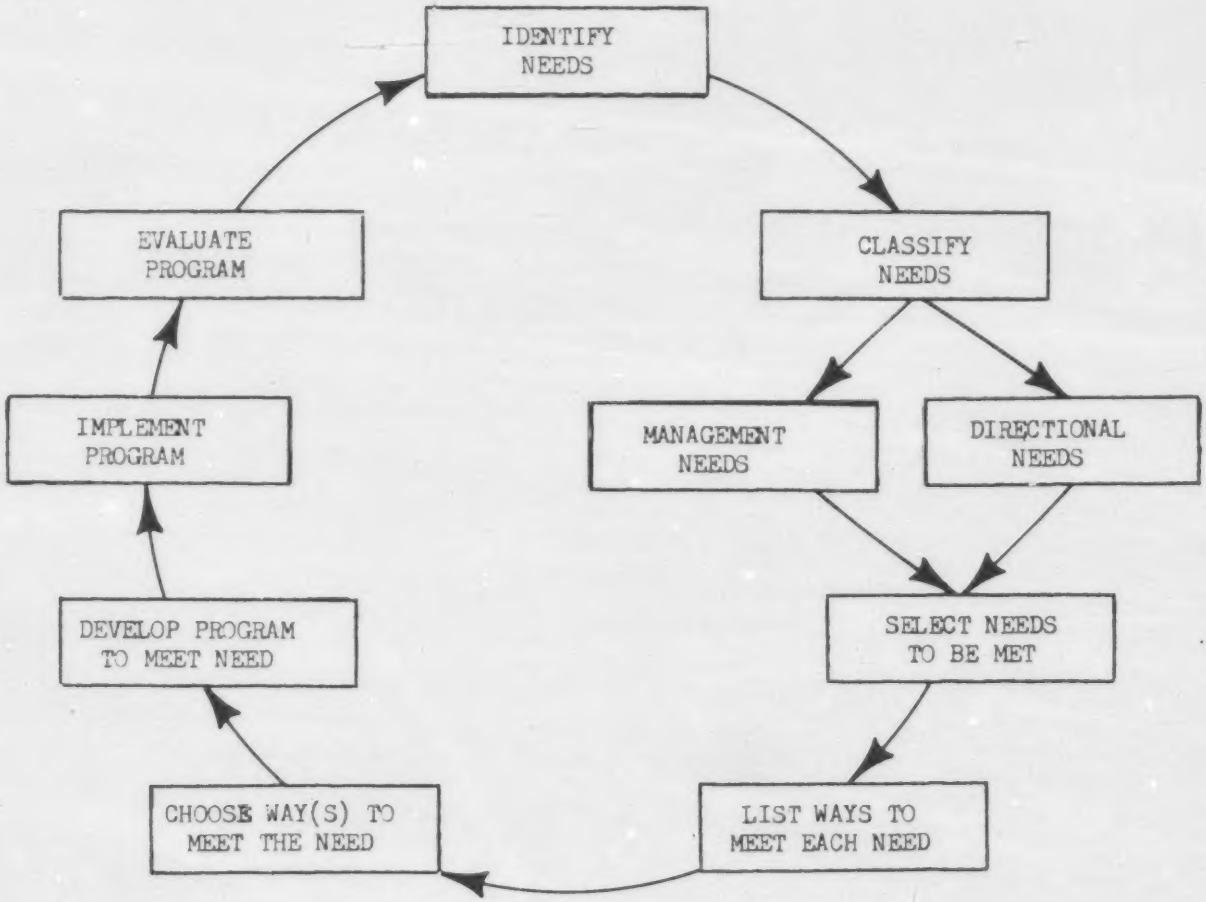
The standard places upon the division superintendent the responsibility for developing a planning capability in a school division. It is encumbent upon him to assign responsibility for planning, to develop a step-by-step procedure for planning, and to provide an organizational structure for planning.

In some school divisions full-time, technically-trained personnel may be available to provide leadership for planning activities. In other school divisions this responsibility must be assigned to regular staff members. In either case the following discussion of the factors involved in planning should be helpful.

Procedures for Development

Even a simple planning procedure requires sequential steps which guide the process. The following step-by-step procedure has been used successfully in management and industry and is suggested for those concerned with identifying and meeting long-range educational objectives in an orderly way.

Administration by Objectives



There are eight steps in the procedure. Each is discussed in the paragraphs which follow.

1. Identifying Needs. Needs should be identified through an in-depth study of the extent to which the current program is achieving the purposes of education that have been established for it. The discrepancy between purposes and achievement represents needs.

2. Classify Needs. (Optional) Once needs have been determined they should be classified as either management needs or directional needs. Management needs are those which must be met to maintain the existing efficiency of the school system, such as painting school buildings on a regular schedule. Directional needs are those which must be met to develop a higher level of program effectiveness, such as increasing the academic achievement of first grade pupils in reading. In some school systems, a preoccupation with management needs leaves little time for directional needs.

3. Selecting Needs To Be Met. Ideally, it would be desirable to initiate programs to meet immediately all identified needs. In most cases, however, priorities must be set. Considerations involved in selected needs to be met include the educational urgency of the need, available resources (in terms of personnel, facilities, equipment, materials, funds), and time.

4. Listing Alternative Ways To Meet Each Need. After it has been determined which needs are to be met (setting priorities), every possible means should be considered for use in meeting them. There are usually several ways to attain an objective. It is important to consider all options before deciding upon a course of action.

5. Choosing Way(s) To Meet Each Need. In deciding upon the way(s) to meet each need, the following criteria should be applied to each alternative: relative effectiveness in meeting the identified need, preliminary cost estimate; personnel, facilities, and materials required; acceptability of the program to those who will receive it as well as to those who will conduct it; positive and negative efforts on the total school program; and continuation requirements.

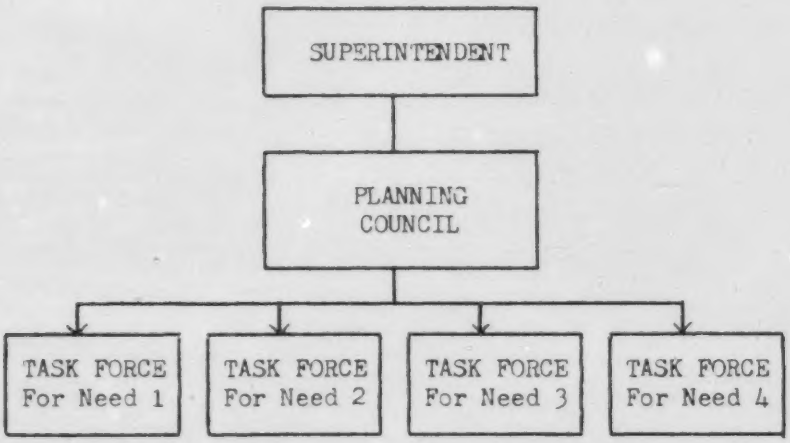
6. Developing a Program To Meet Needs. After way(s) to meet each need have been determined a program should be developed to accomplish the desired objective. The following aspects of the program should be developed in writing: objectives; program content; program requirements (staff, facilities, equipment, materials, cost); time schedule for implementing the program; and provision for evaluation.

7. Implementing the Program. After the program has been developed it should be presented to the school board for approval. If approved, it should be adopted officially by the board as the first step in implementing the program. Board adoption gives the program official status; the administration must carry out the approved program.

8. Evaluating the Program. It is necessary to know precisely the effect of a program in terms of its objectives. Frequent administrative reviews should be made of new programs, and school boards should participate in evaluating reviews at least semi-annually. It is important to know precisely what is being done, why it is being done, what it is producing in measurable terms, and how much it costs. When this knowledge is available, it can be determined how effectively educational programs are meeting the needs of the community.

The procedure described above may be modified or extended, but basically will indicate the directions which must be taken to develop planning procedures. To make procedures operative, there must be a structure for planning. The following structure is proposed as a minimum for any school system.

ORGANIZATIONAL STRUCTURE



Planning Council

Each superintendent should appoint a Planning Council which should include a chairman and seven to 15 members. Although dependence must be placed primarily upon professional employees in a school division, the Council also may use members of the community to assist in educational planning. The chairman of the Planning Council should coordinate the planning activities of the school division and serve as the superintendent's representative in all matters pertaining to educational planning. The superintendent should continue the strategic role he has always played in planning; however, he needs assistance from the school division that perhaps he has not had in the past. The Planning Council permits extensive use of school and community personnel who have special qualifications and abilities to perform certain planning tasks which must be achieved.

The function of the Council is to provide leadership in planning to meet the educational needs (directional) and thus develop a more effective school program. Its main responsibilities should include:

1. Identifying the needs of the school system.
2. Recommending to the superintendent an order of priorities among the directional needs of the school system.
3. Recommending to the superintendent the membership of task forces to develop programs of action to meet specific needs.
4. Hearing reports from various task forces as programs are developed to meet needs.
5. Recommending to the superintendent programs of action to meet needs.
6. Evaluating the results of programs of action and reporting the evaluations to the superintendent.

Task Forces

Members of the task forces needed by the Planning Council to assist it in carrying on its work should be recommended by the Council and appointed by the superintendent. They should be selected on the basis of individual competency to perform the assigned task and might come from within or outside the school system. The number of task forces that would be used in any school division would depend upon the number of needs chosen for special attention by the Planning Council and the extent of difficulty in meeting the needs which are selected for special attention. The function of a task force would be to develop a written program to meet a specific need assigned by the Planning Council. A task force would be responsible for:

1. Stating the specific objectives to be achieved in the program designated to meet an assigned need.

2. Developing the procedures (curriculum) to be used in the program.

3. Identifying the program requirements in terms of staff, facilities, equipment, materials, and costs.

4. Developing a time schedule for implementing and administering the program.

5. Developing a plan for evaluating the results of the program in terms of its objectives.

The Responsibilities Chart shown below indicates the individuals and groups involved in educational planning in the procedure known as "Administration by Objectives."

RESPONSIBILITIES CHART

	Identify Needs	Classify Needs	Select Ways To Be Met	List Ways To Meet Each Need	Choose Way(s) To Meet The Need	Develop Program To Meet The Need	Adopt Program To Meet The Need	Initiate Program To Meet The Need	Implement Program	Evaluate Program
School Board	X		③				X			③
Superintendent	X	②	^ | ②					X		^ | ②
Planning Council	X	^ | ①	^ | ①	②	②	②				^ | ①
Task Force	X			^ | ①	^ | ①	^ | ①				
Principals	X								X	
Teachers	X								X	
Central Office Staff	X								X	
Parents	X									
Pupils	X									

Between the initial steps of identifying needs and the eventual implementation of programs to meet them, everyone concerned with the schools—from pupils to board members—may participate. This broad involvement strengthens the planning process and makes it possible to initiate and carry through many improvements in a logical and systematic way.

Content of Plan for Planning

The content of a minimual plan for planning should include: a step-by-step procedure for planning and an organizational structure for planning. Each of these aspects of planning was discussed in the foregoing section on "Procedures for Development."

Reporting

The five-year school improvement plan to be submitted by June 1, 1974, shall include a description of the plan for planning in the school division. This description should cover the step-by-step procedure and the organizational structure used in planning.

Five-Year School Improvement Plan

A five-year school improvement plan should assist school divisions:

1. By helping to keep efforts focused on the goals of education;
2. By providing a commitment to progress and accountability in achieving the goals of education;
3. By defining priorities and relating them to resources:
4. By providing for a balanced program of education, avoiding undue influence by special interests within and outside the school system;
5. By helping to avoid dissipation of efforts and depletion of resources which result when attention is given exclusively to the day-to-day operation of schools;
6. By identifying both the common and the special needs of the community served by the school system;
7. By encouraging experimentation for program modification, based on discrepancies between the goals of the school division and pupil achievement;
8. By encouraging the continuous accumulation of significant data on educational progress in the school system;
9. By allocating an investment of human and material resources in designing a program to achieve educational goals; and
10. By reflecting the views and aspirations of the people in the community.

Statement of Standard

4. The superintendent shall involve the community and his staff in the preparation of a five-year plan, which shall be updated annually. Such a plan shall be based on a study of the extent to which pupils are achieving the eight broad objectives formulated by the Board of Education and shall be designed to raise the level of pupil performance. This plan shall be reviewed

and approved by the School Board and submitted to the State Superintendent of Public Instruction for approval by the Board of Education.

Description and Explanation

The superintendent is charged with involving his staff and the community in developing a five-year school improvement plan. He also is responsible for updating this plan annually. This implies that the planning process should be continuous.

Two basic features required are that the plan shall be based on the eight purposes of education adopted by the Board of Education and on the extent to which pupils are achieving these purposes in the school division. Local school authorities must analyze the purposes of education in their school division in relation to the eight State objectives and collect pupil achievement data to assess educational progress.

The completed plan must have the approval of the local school board and the Board of Education.

Procedures for Development

In the section on developing Planning Capability (Planning and Management Standard 3) a procedure was discussed which could be used by a school division in developing a five-year school improvement plan. In that section a Planning Council of from seven to 15 members was recommended. The Council should be given the responsibility for developing the five-year plan, as well as other systemwide plans required by the Standards of Quality and Objectives.

The Council should be representative of the various personnel groups in the school system and should include at least one or two lay representatives. Central office personnel should not constitute a majority of the membership of the Council, although they should work closely with it. An example of how a Council of 15 might be composed follows:

The assistant superintendent of schools
2 secondary school principals
2 elementary school principals
2 central office supervisors
3 elementary teachers
3 secondary teachers
2 laymen

The members of the Council may be appointed by the superintendent, or elected by the groups they represent. The superintendent should call the first meeting and preside until a chairman and a recording secretary are chosen. He should assure the Council that the central office staff is available to furnish data needed to carry on its work. This supporting role of the central office staff is essential. The Council has only the authority to recommend to the superintendent a plan for the improvement of education in the school system; it does not have the authority to adopt the plan. This is the responsibility of the school board and should be discharged with the help and advice of the superintendent.

Following are the essential steps that should be taken by the Planning Council:

1. <u>The Council should define the purposes of education for the school system</u>.

It is possible that statements of purpose already have been developed in the school system. These may be found in individual schools that have been accredited, in curriculum guides, and elsewhere. A statement

of educational goals may have been adopted by the school board. The Planning Council should review carefully these local statements and the eight purposes of education contained in the Standards of Quality and Objectives. The final statement recommended by the Council should include the broad purposes of education for the school division. It should be clear that the goals of education reflect the aspirations of the school division and citizens for the education of the children of the community and are expressed in terms of the learning outcomes expected. All that the community provides in the future in human and material resources and program must be justified solely by the extent to which they contribute to the realization of the goals of education for children and adults.

2. The Planning Council should assess both the common and the special educational needs of children and adults of the community.

Most of this assessment should be done for the Planning Council by the central office staff. It should include information on the six "Performance Objectives for School Divisions" in the Standards of Quality and Objectives. More specifically, the central office staff should assemble for the Council all available evidence that defines the progress being made in achieving each of the purposes of education. For example, in goal number 2 in Standards of Quality and Objectives, which applies to the acquisition of skills and knowledge needed for education beyond high school, the central office should have data on the success of graduates in college, follow-up data on graduates in jobs, and the extent to which demands for skilled and semi-skilled personnel are being met. High schools may be asked to supply information on competencies which are being developed

that make for intelligent consumers. If such information is not available for all goals of education, action should be taken to acquire it continuously on a prescribed schedule. Without access to basic data that define progress being made in achieving the goals of education, planning is likely to degenerate into a statement of undocumented preferences supported by the most vigorous individuals and groups, or to reflect the support of programs simply because others have them. Goal-based planning is difficult because it demands a comprehensive and continuous assessment of the educational progress of children and adults in the community. It is much easier to estimate enrollments and to describe the building program and personnel desired. As important as such planning of resources is, however, it must not occupy the major attention of a Planning Council.

As the Council ascertains progress in achieving educational goals and meeting performance objectives, it assesses the educational needs of the community. For example, an excessive dropout rate may be discovered as the number of graduates are compared with first-grade enrollments 12 years earlier, or the reading level of pupils may be found to be unsatisfactory. Even with such a goal as Number 6, which calls for an understanding and appreciation of different nationalities and ethnic groups, it may be true that students "understand and appreciate" Western cultures much better than they do Eastern cultures, or western European people better than Latin Americans. Individual schools will be especially helpful to the Council in assessing educational needs. The teacher and principal representatives on the Council will encourage their colleagues

to report observed discrepencies between goals and achievement. If these can be documented to the satisfaction of the Council, they should be included in the list of educational needs. In fact this cooperation between the individual schools and the Council is essential. Frequently, needs will relate primarily to one or two schools in the system and any systemwide plan must recognize this fact.

3. With educational needs defined as a result of comparing achievement with goals, the Planning Council is ready to outline a program and to describe the resources needed to implement it.

At this point the Council may wish to use task forces to develop plans to meet specific needs. In any case, the Council is ready to outline a program and describe the resources needed to implement it. In so doing, due regard should be given to innovations being tried elsewhere which deal with needs similar to those identified in the local system. The central office staff again will serve the Council in a survey of pertinent innovations and their results. The recommendations of the Council may call for one or more pilot studies in selected schools to test the applicability of promising innovations to the local school system. If an excessive dropout rate is found, the Council may recommend the introduction or expansion of a work-study program in one or more high schools. If there is excessive retardation in the elementary schools, a plan for reorganizing them on the continuous progress concept may be called for, or a reorganization of the 12 years of schooling into three levels of four years each may be recommended. If students are failing academic subjects in high school at a disturbing rate, the guidance program may need reorganization, or an effort to revise the curriculum

may be indicated. If the Council, with the help of the central office staff, probes deeply enough in its search for educational needs it may find that "attitudes and values that lead to responsible participation as a citizen of our republic" are weak. For example, there may be little enthusiasm for helping with local clean-up or waste-salvage campaigns, or little respect for property. A related recommendation of the Council may call for a reorientation of the extracurricular programs in high schools and new emphasis on cooperation between the schools and the recreational program of the community. Thus the Council plans programs to meet observed educational needs that are found in the discrepencies between educational goals and their achievement.

4. The Planning Council must estimate the resources—both human and material—that will be needed for the recommended program(s).

After the program(s) is developed, the Council must estimate the personnel, materials, buildings, etc. which would be needed to support it. The help and advice of both the school board and the superintendent will be needed.

5. The Planning Council must set priorities for each of the five years of the plan.

Obviously not all needed programs can be achieved at the same time. Consequently, the Council should recommend priorities for all programs envisioned.

6. The Planning Council should propose carefully designed and continuous evaluation.

The central office staff will be expected to provide the Council with regular reports on the success of the recommended program as it develops. Annual revisions in the five-year plan will be based on the continual assessment of progress in achieving educational goals through a carefully planned program.

Content of the Five-Year Plan

The format of the five-year plan to be submitted to the Board of Education should include the following sections:

1. The purposes of the school division designed to achieve the eight broad purposes of education adopted by the State Board of Education (Cf. Introduction, Standards of Quality and Objectives for Public Schools in Virginia, 1972-74.)
2. Assessment of the extent to which the school division is achieving its purposes, including documentation.
3. Needs to be met as a result of the difference between purposes (1) and the assessment of the extent to which these purposes are being achieved (2).
4. Description of the programs to be modified or initiated to meet identified needs (3). All programs, both instructional and supportive, to be modified or initiated should be considered for inclusion in the five-year plan. For example, kindergarten, special education, vocational education, and continuing education would be logical components, even though some of them must be developed and reported prior to completion of the five-year plan. Building and transportation needs would be included. The five-year plan should be comprehensive, including all aspects of education that should receive attention during the next five years.
5. Estimates of the resources needed to implement the programs (4).
6. Priority listing by years of programs which will be initiated.

7. Description of the methods which will be employed year-by-year to assess results.

8. Description of plans for annual up-dating of the five-year plan.

Reporting

The division superintendent will submit to the Division of Research and Statistics of the State Department of Education by June 1, 1974, the five-year school improvement plan for his division. The plan must be approved by the local school board.

Superintendents' Annual Plan

Once objectives are identified their achievement depends upon implementing activities which are designed to attain them. Among these activities is the allocation of resources. Usually, these resources include personnel, equipment, instructional materials, building space, and other such items. To provide these resources when needed, it is necessary that they be identified and provided for in the annual school division budget. The intent of the following standard is to assure the proper allocation of resources needed to achieve the five-year plan which is required in each school division.

Statement of Standard

5. Annual School Plan

> The superintendent shall prepare and present to the school board an annual plan to achieve specific objectives of the approved five-year plan as a part of the annual operating and capital outlay budgets.

Description and Explanation

Explicit in this standard is the obligation of the division superintendent to describe in the budget document the relationship between proposed expenditures and the objectives scheduled in the five-year plan of the school division. It is implied that priorities have been set in the five-year plan and a time schedule has been determined for achieving them.

Procedure for Development

In the most sophisticated budgetary procedures, objectives to be achieved are intricate parts of the budget. In those school systems

which have moved toward a planning-programming-budgeting system caution must be exercised to assure that the objectives budgeted each year are those included, according to time priorities, in the five-year plan. School systems not using such a procedure should attach a statement to the budget document showing the special objectives to be achieved during a fiscal year and the funds allocated for achieving them.

Content of Superintendent's Annual Plan

The minimum content required under the standard is that once the five-year plan has been approved in each school division, subsequent annual budgets must include documentation that relates objectives (annual priorities) in the five-year plan to the annual allocation of resources. This documentation may range from a sophisticated planning-programming-budgeting system to inclusion in the budget document of a page on which annual objectives, drawn from the five-year plan, are stated and are cross-referenced with budget items.

Reporting

Beginning with the budget that is developed for the 1974-75 school year, the budget presented to the school board for approval shall include documentation that relates achievement of objectives stated in the five-year plan to the annual allocation of resources. A copy of the annual plan should be submitted to the Assistant Superintendent for Administration and Finance in the State Department of Education by June 30, 1974 and each year thereafter.

Follow-Up Studies of Former Students

To plan effective educational programs for students guidance and curriculum specialists, school administrators, and higher education faculties need information about school programs and the effect of such programs on students. Studies of representative groups of students begun while they are enrolled in the ninth grade and continued for four years after they leave public school will provide data needed to facilitate decision-making affecting programs of public schools and institutions of higher learning.

Statement of Standard

6. The superintendent shall, as directed by the Board of Education, make annual follow-up studies of former students (dropouts and graduates) who enter employment or who continue their education beyond high school as a means of assessing the effectiveness of the school program.

Description and Explanation

The major purpose of follow-up studies of former students is to provide a means for assessing the effectiveness of the school program. To serve this purpose effectively, several objectives must be achieved. Among these are the following:

1. To determine the kinds of information to be collected.
2. To determine how often, in what sequence, at which grade levels, and for what periods of time after students leave school information is to be collected.
3. To determine the size and composition of the samples from which information is to be collected.
4. To determine the procedures for collecting the required information.

5. To develop the forms on which the required information is to be recorded.

6. To develop systematic procedures for analyzing the information collected.

7. To prepare guidelines for reporting and disseminating results of the studies.

No item of information should be collected unless it will be useful in assessing the effectiveness of educational programs. Data of the following types will provide a basis for comparisons among groups, e.g., graduates versus dropouts, college versus non-college:

(a) Personal and family data, including socio-econimic and attitudinal information

(b) Educational and occupational plans

(c) Standardized test scores of aptitude and achievement

(d) Academic inventory

(e) Current status (school, job, military, etc.)

Procedure for Development

Data for items (a), (b), and (c) above will be collected every other year for all ninth-grade students, beginning with the academic year 1973-74. When these students reach the 12th grade, these data will be updated (a,b,c) and an academic inventory (d) will be prepared.

Data previously collected will be updated one year after graduation and again four years after graduation for a random sample of the graduates for whom data were collected in the ninth and twelfth grades, and data for item (e) above will be collected.

For students who withdraw from school between the beginning of the ninth grade and the end of the twelfth grade, a termination form and an academic inventory will be completed at the time they leave school. Data

previously collected will be updated for a random sample of the withdrawals one year after they left school and again four years later, and data for item (e) will be collected.

There are four phases of data collection in the follow-up study of each surveyed ninth-grade base population. The following describes these data collection phases:

In-School Data Collection (Phases 1 & 2)

1. Collection of base data on all ninth-grade students in alternate years.

2. Up-date of base data on all of the students when they reach the twelfth grade.

Out-of-School Data Collection (Phases 3 & 4)

3. Collection of data on students surveyed in the ninth grade who subsequently withdraw from the public school system.

4. Follow-up studies on scaled, random samples of high school graduates and withdrawals in base ninth-grade groups.

Phase 1: Collection of base data from ninth-grade students

To establish the base file of information from which all samples for follow-up studies of former students will be drawn, data will be collected on all ninth-grade students in alternate years. Early in the ninth-grade year a student questionnaire will be used to obtain the following types of information:

(a) personal and family data, including socio-economic and attitudinal information;

(b) general educational and occupational plans, including the intention to complete the high school program; and

(c) standardized test scores to indicate academic aptitude and achievement.

Phase 2: Up-date of information files as students surveyed in the ninth grade reach the twelfth grade

A student questionnaire will be used as late in the twelfth grade as feasible to supplement and up-date information obtained in the ninth grade. An academic inventory, including subjects taken and grades received, also will be prepared.

Phase 3: Collection of information on students leaving the public school program

A questionnaire will be answered by the student at the time he leaves the public school system to ascertain his reasons for leaving and his occupational and educational plans. An academic inventory also will be collected at this time.

Phase 4: Follow-up studies of former students

Follow-up studies will be conducted for the following three groups of former students:

(a) withdrawals;

(b) graduates who do not enroll in post high school training or educational programs, and

(c) graduates who enroll in post high school training or educational programs.

All follow-up studies of former students will be conducted by random samples of the students on whom data has been collected in the ninth grade, in the twelfth grade, or upon termination of their public school education. An average sample size of 50 percent of the original number surveyed will be sought; however, sample size in individual school divisions will be scaled to the size of the division so that information obtained through the follow-up study will be meaningful for the locality.

Questionnaires to be completed by former students one year and four years after they left school will be used to obtain information for the follow-up studies. In the case of graduates who are enrolled in post high school training, short questionnaires will be sent to the institutions they attend approximately one year after enrollment.

The minimum data necessary for successful follow-up studies of former students will be collected. Questionnaires similar to those used in the Senior Survey will be designed to facilitate computer analysis. Descriptive statistical analyses will be sent to school divisions, and additional analysis will be made by the State Department of Education.

Content of Follow-Up Studies of Former Students

The content of the program is outlined in the Summary of Data Collection shown on the next page. Questionnaires and academic inventories for the collection of data will be developed and supplied by the State Department of Education.

Reporting

Phase 1 of the data collection effort for the first group of ninth-grade students will be completed during the fall of 1973. Except for data requested by the State Department of Education, no report will be required from the school divisions.

SUMMARY OF DATA COLLECTION

Project Phase	Group	Number of Schools	Number of Students	Data Collection Instrument	Number of Questions	State Level Manhours Required: Professional	Computer	Clerical
1	Ninth Grade	330	90,000	Student questionnaire	30			
2	Twelfth Grade	300	60,000	Student questionnaire Academic inventory	30 15			
3	Withdrawals (Dropouts & transfers)		30,000	Questionnaire Academic inventory	20 15			
4	Follow-up Studies (Average 50% sample)							
	(1) Withdrawals (Dropouts & Transfers)			Questionnaire 1 year after termination Questionnaire 4 years after termination	20 15			
	(2) Graduates not enrolling in post high school training or educational programs			Questionnaire 1 year after graduation Questionnaire 4 years after graduation	20 15			
	(3) Graduates enrolling in post high school training or educational programs			Questionnaire 1 year after graduation Institution questionnaire 1 year after graduation Questionnaire 4 years after graduation	20 5 15			

Instructional Supervision at the Central Office Level

Instructional supervision at the central office level requires a continuous search for the best answers to four basic questions:

1. What are the specific objectives of a school division and each of its schools in relation to the eight broad purposes of education stated in the Standards of Quality and Objectives?

2. What activities should be provided for pupils that will contribute most to the achievement of these objectives?

3. How may these activities be organized to assure an efficient instructional program, and what instructional materials will contribute most to these activities?

4. To what extent have pupils achieved the objectives sought in (1) above?

The intent of the following standard is to foster a dynamic program of instructional supervision and to clarify responsibilities related to this program.

Statement of Standard

7. The superintendent and his staff shall provide an effective program of instructional supervision and assistance to principals and teachers that is consistent with the objectives of the school system.

Description and Explanation

The division superintendent and his staff are responsible for providing an effective program of instructional supervision. They also are charged with providing assistance to principals and teachers that will help them achieve the objectives of the school division. No rigid formulas are given for achieving an effective program of instructional supervision and assistance; however, at least two responsibilities are implied:

> The superintendent and his staff must focus upon maintaining within a school division the level of instructional effectiveness already achieved; and each year they must foster some activities which are focused on upgrading the level of instructional efficiency.

These responsibilities require two types of supervisory personnel: special or subject-matter supervisors who concentrate on a thrust for change, and general supervisors who concentrate on instructional-program maintenance. It is expected that someone at the central office level will be responsible for planning, organizing, implementing, and evaluating the program.

Procedure for Development

Each school division should have one person at the central office level whose primary responsibility is planning, organizing, implementing, and evaluating a program of instructional supervision. Other than this, the primary locus of supervision and the number of staff members employed are the responsibility of the school division. Some school divisions may wish to assign a general supervisor for each school and have special supervisors available in the central office. Others may wish to have all supervisory personnel operating from the central office. In either case each school division will be responsible for devising a plan for instructional supervision that best meets its needs.

Content of Supervisory Services at the Central Office Level

Instructional supervision is a dynamic process, and it is difficult to describe definitely all of its components. Some aspects of the process are more visible than others; yet some of those processes not easily described are often the most productive. The program should include at

least the following:

1. Recommending textbooks and other instructional materials and media for adoption and use in the school division.

2. Providing appropriate in-service educational programs for school division personnel including college-sponsored classes and local activities.

3. Providing opportunities for involving teachers and principals in determining the objectives of the school division.

4. Providing opportunities for involving principals and teachers in determining the most appropriate activities and courses of study that will help in achieving the objectives of the school division.

5. Providing opportunities for principals and teachers to determine the most appropriate organization of the school day in each school.

6. Providing teachers and principals with expert technical assistance concerning teaching methodology and subject matter content.

7. Providing techniques and assistance for diagnosing the instructional needs of individual pupils and groups of pupils and prescribing ways to meet these needs.

8. Providing opportunities for assisting teachers and principals in determining instructional strengths and weaknesses and recommending procedures for improvement.

9. Fostering activities with wide involvement throughout the school division that would strengthen consensus with respect to resolving instructional issues in the school system.

10. Fostering innovative educational programs on an experimental basis that may lead to improved teaching practices.

Reporting

Beginning June 1, 1974, and each year thereafter, each school division will be asked to submit an annual report to the Assistant State Superintendent for Instruction. This report should be prepared by the person in the school division who is charged with the division-wide program of instructional supervision, and it must be reviewed, approved, and signed by the division superintendent. It should include the following:

1. The plan for instructional supervision within the school division including identification of roles, relationships, and responsibilities.

2. The deployment of personnel to accomplish the plan.

3. The major goals, objectives, and supporting activities of the program for the current year.

4. An evaluation of accomplishments of the program in terms of the division objectives for the current year.

5. Plans to be pursued for future development and improvement of the program.

This composite report will supersede individual supervisory reports now required.

EVALUATION OF CENTRAL OFFICE PERSONNEL AND PRINCIPALS

There are many reasons for evaluating central office personnel and principals. Among them are the elimination of incompetent persons, the assessment of personnel for promotion, the assurance of accountability, the improvement of performance, and the professional development of personnel. It is believed that the prime purposes of evaluation should be to improve performance and to promote professional development.

Although other purposes may be served simultaneously by the process of evaluation, the central thrust must be in the direction of improvement. An individual, in cooperation with his evaluator, can diagnose the status of his current performance as it is related to job expectations. Given the results of that diagnosis, appropriate performance objectives can be formulated, action can be taken to accomplish them, and an assessment can be made of the outcomes.

Implied in this approach is an assumption that an individual is capable of improving his performance. The chances that he or she will make the necessary effort are enhanced if evaluation is conducted systematically with good planning, conscientious follow-through, and careful assessment of results.

Statement of Objective

8. The superintendent and his staff shall provide for the cooperative evaluation of central office personnel and principals and shall provide assistance to principals in the cooperative evaluation of teachers and other school employees.

Description and Explanation

Three things are explicit in the standard: (1) evaluation shall be a cooperative process in which both evaluatees and evaluators share respon-

sibilities in various phases of the process; (2) the superintendent and his staff have direct responsibility for evaluation of central office employees and principals and for providing assistance to principals in evaluating teachers and other school employees, and (3) principals have direct responsibility for evaluating teachers and other school employees.

This standard deals with the evaluation of central office personnel and principals. The principal's responsibility for evaluating teachers and other school employees is dealt with in Objective h, Individual School Planning and Management Objectives.

Procedure for Development

It is suggested that a committee be appointed in each school division to develop policies, procedures, and materials for the evaluation of central office personnel and principals. The committee's job should be guided by the model on the next page.

The process of evaluating central office personnel and principals, as envisioned, would include the following five major areas shown in the model:

1. Establish Performance Criteria: As the first step, broad areas must be defined, and performance criteria for each area must be designed (based upon job content and job expectations) to use in assessing job performance.

2. Identify Performance Targets: When job performance has been assessed, areas which can be strengthened and improved should be identified. These "performance targets," identified in terms of objectives to be sought, will dictate actions to be taken to improve job performance.

EVALUATION OF CENTRAL OFFICE PERSONNEL AND PRINCIPALS

(Model)

Components

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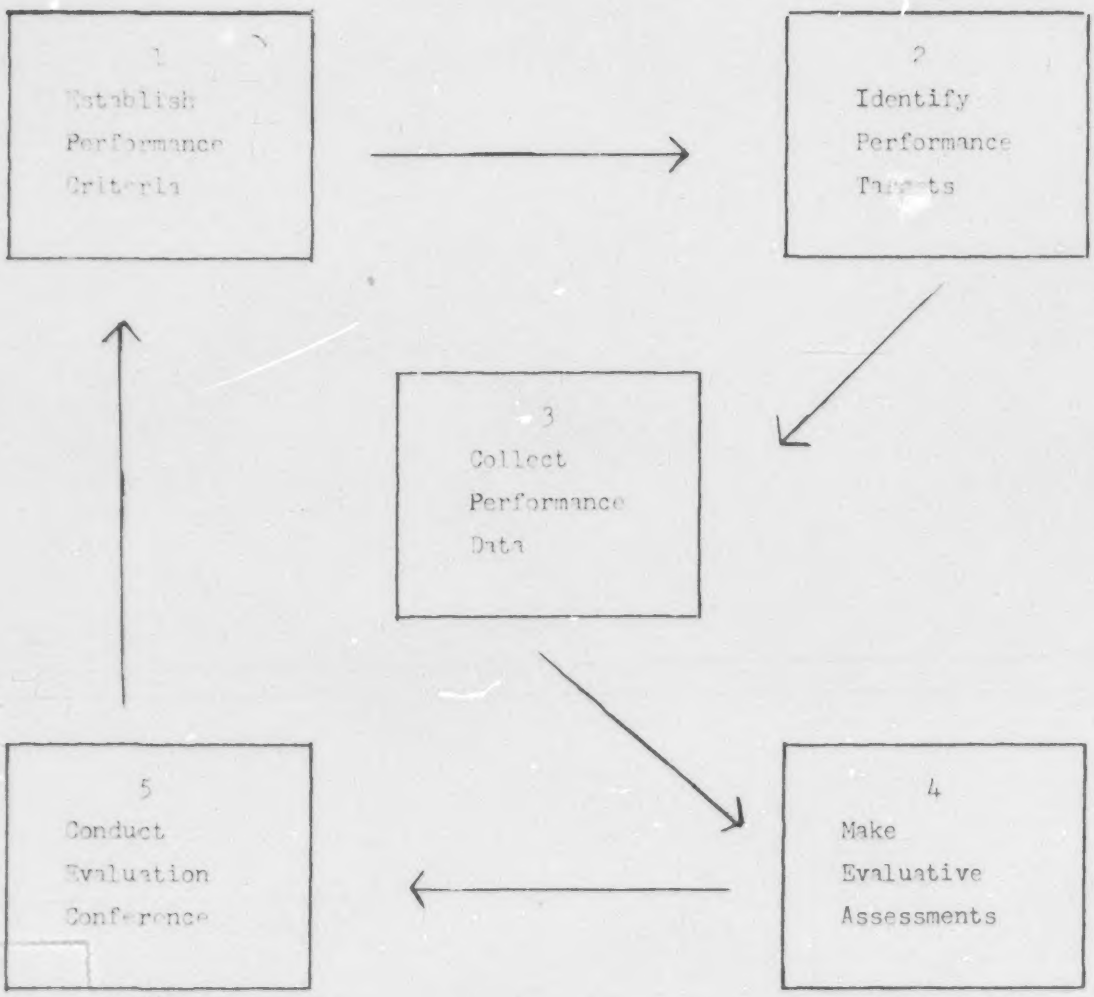

3. Collect Performance Data: In this step, evidence is assembled to indicate the extent to which performance targets are being or have been accomplished.

4. Make Evaluative Assessments: The fourth step is the involvement of evaluator and evaluatee in assessing the degree to which "performance targets" have been met. Data collected in Step 3 are used at this point.

5. Conduct Evaluation Conference: As a final step, a conference should be held to review the evaluation, to assess accomplishments, and to identify further steps to be taken.

The committee charged with the development of policies, procedures, and materials for evaluating central office personnel and principals, would make recommendations which ultimately must become school division procedure to determine:

1. Who shall be evaluated and how frequently?
2. Who shall participate in the evaluation at each step in the process?
3. What time limits should be prescribed for each step in the evaluation process?
4. What regulations should govern the use and storing of evaluation findings?

The committee also would be charged with developing the following materials:

1. An inventory form, including broad areas and performance criteria based upon job content and job expectations, to be used to identify areas in of strength as well as those in which improvement is needed in terms of job performance.
2. A form for recording "performance targets" identified from (1) above.
3. Forms to be used by both evaluator and evaluatee to assess the degree of accomplishment in achieving "performance targets."

4. An overall assessment form to be used as a final step in evaluation at a given time.

Full explanations, together with sample forms are included in the resource document, Tentative Report, Committee on the Evaluation of Personnel. Any part of this document may be used as needed by local school divisions.

Content of Plan for Evaluating Central Office Personnel and Principals

The outcome of the work of the evaluation committee for central office personnel and principals should be An Evaluation Procedures Handbook. It should contain a clear explanation of the evaluation process and include some or all of the following:

1. Statement of the rationale of the evaluation plan
2. Statement and definition of performance criteria
3. Suggestions for formulating performance objectives (work targets)
4. Sequential steps in the evaluation process, including some or all of the following:
   (a) who are to be evaluated
   (b) who are to serve as evaluators
   (c) frequency of evaluations
   (d) timetable for completing an evaluation cycle
   (e) kinds of evaluation data that may be assembled to determine if performance objectives have been obtained.
   (f) type and frequency of evaluation conferences
   (g) suggestions for documenting evidences of unsatisfactory performance
   (h) appeal procedures available to individuals whose performance has been judged to be unsatisfactory

5. Evaluation forms and records

6. Other pertinent topics

Reporting*

By June 1, 1974, each school division will be asked to submit to the Assistant Superintendent for Instruction of the State Department of Education an Evaluation Procedures Handbook describing the process to be used in evaluating the performance of central office personnel and principals.

*One handbook that includes separate sections on the evaluation of central office personnel and principals, the evaluation of teachers, and the evaluation of other employees may be developed for the school division.

VII. PERFORMANCE OBJECTIVES

Performance objectives for the State and for local school divisions are related to many aspects of public education which are measurable. Identification and measurement of these factors will indicate progress by the State and local school divisions in achieving results which are thought to be basic to quality education. Information collected by the State Department of Education will provide statistical material which will indicate the extent of progress in meeting the 10 State and six local performance objectives.

State

Statement of Objective

1. A number of pupils equal to at least 70 percent of the pupils who entered the first grade 12 years earlier should be graduated from high school.

Description and Explanation

Statistics available in the State Department of Education for grade-one membership of 12 years earlier, adjusted grade-one membership, and the number of graduates will be used to determine whether this objective is being met. (See School Division Performance Objective 1).

Statement of Objective

2. The percentage of the school population overage in the elementary grades should not exceed twenty percent of the enrollment in grades K-7.

Description and Explanation

The totals for the State for the respective data items involved (number of pupils overage, K-7; total number of pupils, K-7) will be calculated from

school division figures available in the State Department of Education. (See School Division Performance Objective 2)

Statement of Objective

3. The percentage of the student population achieving at or above grade level norms or the equivalent as measured by approved standardized achievement tests should equal or exceed the mean ability level of the student population as measured by appropriate scholastic aptitude tests.

Description and Explanation

Test scores available in the State Department of Education will be used to determine whether this objective is being met. (See School Division Objective 3.)

Statement of Objective

4. At least 31,750 five-year-old children in the State should be enrolled in kindergarten.

Description and Explanation

The number of five-year-old children enrolled in kindergarten programs in Virginia will be obtained from State reports to determine whether this objective is being met.

Statement of Objective

5. At least 130,000 pupils should be enrolled in summer programs.

Description and Explanation

The total number of pupils enrolled in summer programs in Virginia will be obtained from State reports to determine whether this objective is being met.

Statement of Objective

6. At least 50,000 eligible children should be enrolled in special education programs.

Description and Explanation

The total number of pupils enrolled in special education programs as reported on the Special Education Summary Report will be used to determine whether this objective is being met.

Statement of Objective

7. At least 135,000 adults should be enrolled in continuing education programs.

Description and Explanation

The number of adults enrolled in the adult vocational education program, the general adult education program, and the adult basic education program will be obtained from State reports to determine whether this objective is being met.

Statement of Objective

8. At least 70 percent of the high school graduates should continue their education in programs provided by colleges and by schools such as business, nursing, data processing, and trade and technical.

Description and Explanation

The number and percent of high school graduates continuing their education will be obtained from records available in the State Department of Education and will be used to determine whether this objective is being met.

Statement of Objective

9. At least 90 percent of the teachers should be assigned to teach only those subjects for which they have certificate endorsements.

Description and Explanation

The percent of teachers assigned to teach only those subjects and grades for which they have certificate endorsements will be obtained from records available in the State Department of Education and will be used to determine whether this objective is being met. (See School Division Performance Objective 6).

Statement of Objective

10. At least 23 percent of the teachers should hold advanced degrees.

Description and Explanation

The percent of teachers holding advanced degrees will be obtained from records available in the State Department of Education and will be used to determine whether this objective is being met or exceeded. (See School Division Performance Objective Number 4).

Reporting

No additional reports pertaining to State Performance Objectives will be requested from school divisions. Information required for reporting whether the objectives are being met will be taken from reports available in the State Department of Education

School Divisions

Statement of Objective

1. High School graduates expressed as a percent of the first-grade enrollment 12 years earlier should increase by at least three percent each year, or until a level of 70 percent is reached. Appropriate adjustments will be made for school divisions with significant increases or decreases in school population.

Description and Explanation

For each year, the grade-one membership at the end of the year 12 years earlier will be adjusted for increases or decreases in school population. The adjusted grade-one membership will be compared with the number of graduates for the current year to determine if a level of 70 percent has been reached, or if the percent of graduates has increased by at least three percent from the previous year.

The adjustment to the grade-one membership of 12 years earlier will be determined as a percent of change for the school population using school membership and school census data. Consideration will be given to further adjustment for school divisions that can justify membership changes other than those due to in-migration and out-migration.

Sources of Data

a. Grade-one membership is the sum of the number of pupils promoted and the number of pupils retained as reported in the Age Grade Distribution Table of the Annual School Report.

b. Number of graduates is the sum of the number of regular session graduates reported on the Final Annual High School Report and the number of summer school graduates reported on the Preliminary Annual Secondary School Accreditation Report.

Statement of Objective

2. The percentage of the school population overage in grades K-7 should be reduced by at least two percent each year or until a level not exceeding 20 percent is reached.

Description and Explanation

The number of pupils overage is the sum of all pupils whose ages exceed by one or more years the expected ages for each grade, K-7.

If the percent of pupils overage in grades K-7 exceeds 20 percent, then figures for the previous year will be used to determine whether the

decrease has been two percent or more each year.

Source of Data

Number of pupils overage, K-7, and total number of pupil, K-7, are reported in Table 8, Age Grade Distribution For All Original Entry Pupils (E1 + E2), of the Annual School Report.

Statement of Objective

3. The percentage of the student population achieving at or above grade level norms or the equivalent as measured by approved standardized achievement tests should equal or exceed the mean ability level of the student population as measured by appropriate aptitude tests.

Description and Explanation

This objective requires that pupil achievement equal or exceed pupil ability for each school division, as measured by standardized tests. Standardized tests of ability and achievement will be administered by school divisions to pupils in the grades included in the State Testing Program. Average scores of ability and achievement will be reported to each school division and to the State Department of Education. From these data the State Department of Education will determine if the percentage of the student population achieving at or above grade level equals or exceeds the average daily ability level of the student population.

Source of Data

Test scores for each school division will be used to determine compliance with this objective. No additional reports will be required.

Statement of Objective

4. The percentage of teachers holding advanced degrees should increase by at least two percent each year or until at least 23 percent of the teachers hold such degrees. Work toward advanced degrees should be in the subject area to which the teacher is assigned.

Description and Explanation

If the percent of teachers holding advanced degrees each year does not exceed 23 percent, figures for the previous year will be used to determine whether there has been an increase of two percent.

Source of Data

Teachers employed will be those reported on the Annual Report of Instructional Personnel. Information on degrees held will be taken from teacher's certificate records in the State Department of Education.

Statement of Objective

5. The percentage of attendance of pupils shall not fall below the average of the last three years or 90 percent of the school membership.

Description and Explanation

If the percent of attendance for the current year does not equal or exceed 90 percent, then figures for the previous three years will be used to determine whether the percent of attendance meets or exceeds the average for the three years.

Source of Data

Percent of attendance is determined from aggregate days attendance and aggregate days membership reported in Table 4, Distribution of Attendance Data in Regular Day Schools By Type of School With Length of Term of the Annual School Report.

Statement of Objective

6. Teachers shall be assigned to teach only those subjects for which they have certificate endorsements, unless exceptions are granted by the Board of Education.

Description and Explanation

The daily assignments of teachers will be checked against their certificate endorsements. Exceptions to this objective, however, may be

made by the Board of Education.

Sources of Data

Teacher's assignments will be those reported on the Teacher Daily Assignment Form. This form is part of the Elementary School Accreditation Report and the Preliminary Annual Secondary School Accreditation Report. Information on endorsements will be taken from the teacher's certificate records in the State Department of Education.

Reporting

No additional reports covering Performance Objectives will be requested from school divisions. Information will be taken from reports already available in the State Department of Education.

VIII. PLANNING AND MANAGEMENT OBJECTIVES

1. INDIVIDUAL SCHOOL PLANNING AND MANAGEMENT

Annual School Plan

Development of an annual school plan is not a new process for most elementary and secondary schools in Virginia. For example, the accrediting standards adopted by the Board of Education for elementary and secondary schools require that each school formulate immediate and long-range plans for achieving the schools' purposes. Similarly, the Southern Association of Colleges and Schools requires that accredited schools and those seeking initial accreditation engage in a program of institutional study and prepare and implement an annual plan for school improvement. The following objective in no way conflicts with the State or regional accreditation standards; rather, it reinforces them. The annual school plan envisioned in the objective would meet the requirements of both types of accrediting standards.

Statement of Objective

a. The principal shall involve the community and his staff in the preparation and implementation of an annual school plan, which shall be consistent with the division-wide plan and which shall be approved by the division superintendent.

Description and Explanation

Each principal in Virginia is charged with the responsibility for preparing and implementing an annual plan for his school. He also is directed to involve both the community and his staff in preparing the plan and implementing it.

The objective stipulates that the annual school plan shall be consistent with the divisionwide plan and shall be approved by the division superintendent. The annual school plan, as envisioned in this objective, need

not encompass the entire operation of the school for a particular year. It should be focused directly on those aspects of the program chosen annually for special efforts toward school improvement.

Procedure for Development

Each principal should appoint a committee composed of members of his staff and representatives of the community to assist in preparing and implementing the annual school plan. The following steps are suggested in developing the plan:

1. Assess the current status of the school. Each school should assess what it is accomplishing toward achieving its purposes. Data from all available sources should be used in making this assessment.

2. Determine the areas that need special attention. When the current status of a school has been determined and concensus is achieved with respect to what the school should be doing, then it would be possible to identify the areas of the school program which need special attention.

3. Determine priorities among the areas needing special attention. No school can do all things at once. Consequently each school should determine one or more areas that need special attention and concentrate on them.

4. Determine the ways to improve the area(s) chosen for special attention. Problems often can be solved in several ways. The methods used to solve problems that have been given priority must be within the capabilities of the school.

5. Develop and implement a plan. After the methods for solving the problems in the selected areas have been determined, a plan of action should be developed and implemented.

6. Evaluate the plan. After sufficient time has elapsed, the annual plan should be evaluated in terms of its contribution to the school improvement program.

7. Revise, redefine, and choose other areas for improvement. To make the planning process continuous, the plan should be evaluated and revised annually.

Content of the Annual School Plan

The content of the plan should include the following:

1. A statement of the area(s) identified for special attention;

2. A description of the procedures to be used to solve problem(s) related to the area(s) chosen for special attention; and

3. A description of other areas that should be given special attention in planning for future improvements of the school.

Reporting

Division superintendents will be asked to complete a Progress Report on the Acchievement of Individual School Planning and Management Objectives (a-h) for submission to the Division of Research and Statistics of the State Department of Education on June 30, 1973 and June 30, 1974. Beginning with the 1974-75 school year a special report on the achievement of these objectives will not be necessary. Provision will be made in revised accrediting procedures and reporting to show the achievement of the objectives.

School Handbook of Policies and Procedures

A school handbook of policies and procedures, if properly developed, can be one of the most valuable sources of information concerning rules, regulations, and information necessary for the efficient and effective operation of a school. The handbook should serve as an authoritative and readily-available reference to the rules, policies, and procedures governing a school.

A school policy handbook must be based upon the legal hierarchy which controls public education in Virginia. This hierarchy begins with the Constitution of Virginia and statutes enacted by the General Assembly. Following these are the Regulation of the State Board of Education which have the effect of law. Next in order are the policies, rules, and regulations of the local school board, followed by the policies, rules, and procedures of a local school.

A school may adopt policies, rules, and procedures that foster its uniqueness and give expression to its opportunities to create an effective environment for teaching and learning. A school cannot adopt any rule, regulation, or policy that contravenes those of any other body or agency occupying a higher level in the hierarchy.

Statement of Objective

b. The principal shall develop a school handbook of policies and procedures which are in compliance with and which implement division policies.

Description and Explanation

The principal is charged with the responsibility for developing a school handbook of policies and procedures. This does not mean that he

may not involve others in developing the handbook. It merely means that he must see that it is done.

The handbook must include policies and procedures which are in compliance with and which implement division policies. It must include at least two types of policies and procedures:

(1) Those which implement the policies, rules, and regulations of the local school board, and

(2) Those which are necessary for the efficient operation of the local school, provided they do not conflict with the policies of the school board.

Procedure for Development

Some school divisions may find it desirable to have several schools work together to develop handbooks, especially on the elementary level. Systemwide planning also may be useful in providing essential continuity and correlation in developing handbooks for the elementary, middle, and senior high schools.

In all instances, however, each school is encouraged to have a committee involved in developing its handbook. The committee should include teachers, parents, and pupils and, if possible, a representative from the central office. The principal should serve the committee as a resource person.

This committee, working under the guidance and direction of the principal, should:

1. Define the purposes of the school policy handbook.

2. Collect relevant information on State laws and State Board of Education rules and regulations, the systemwide policy manual, other school handbooks, and unique characteristics of the school.

3. Outline the content of the handbook with attention to attractive and functional format.

4. Identify assignments given to committee members and set deadlines for completion of specific tasks.

5. Study, review, and evaluate the sections of the handbook as they are developed.

6. Solicit suggestions from other faculty members.

7. Have the tentative copy of the handbook reviewed by representatives of the central office staff and a legal advisor to insure that it implements policies and procedures included in the systemwide policy manual.

8. Re-evaluate and edit the manuscript for school board approval.

9. Publish the handbook in mimeographed, loose-leaf form to facilitate revisions which might be needed.

10. Select a committee to revise and update material periodically.

Content of Handbook

The content of the handbook should be organized under major topics or chapter headings. Chapters may be subdivided into appropriate sections and sections into paragraphs, each of which should be addressed to a specific policy, procedure, rule, or regulation. It would be well to use a numerical system to code each statement or series of related statements according to chapter, section, and paragraph.

Following are suggested chapter headings for the school handbook:

1. Brief History of the School

2. The Philosophy and Objectives of the School

3. Organization and Administration

4. Curriculum

5. Personnel Policies

6. Policies and Services Relating to Students

7. Facilities and Equipment

8. School-Community Relations

9. General Information

It is suggested that the handbook be prepared in loose-leaf form so it can be kept continuously up-to-date. Three copies of the handbook should be available in each school, one in the principal's office, one in the library, and one in the central office. Schools will need to duplicate the handbook, or sections of it, periodically, for distribution to teachers, pupils, and patrons.

Reporting

Division superintendents will be asked to complete a Progress Report on the Achievement of Individual School Planning and Management Objectives (a-h) for submission to the Division of Research and Statistics of the State Department of Education on June 30, 1973 and June 30, 1974. Beginning with the 1974-75 school year a special report on the achievement of these objectives will not be necessary. Provision will be made in revised accrediting procedures and reporting to show the achievement of the objectives.

Coordinating The Services Of All Persons Who Work In A School

Within any school there are many programs and services. For example, the instructional area includes guidance, library, health, and other services which augment and support classroom instruction. There also are many programs, such as language arts, mathematics, and science, which must be coordinated. In addition, there are clerical, secretarial, food, custodial, maintenance, and other supportive services which must be integrated into the efficient and effective operation of the school.

The fact that persons with a wide range of skills, abilities, educational backgrounds, and personalities are employed in these programs and services complicates the process of coordination which requires the efficient deployment and management of all school personnel.

Statement of Objective

c. The principal shall coordinate the services of all persons who work in the school to provide a healthful, stimulating school environment and an efficient and effective operation.

Description and Explanation

The objective states that the principal shall coordinate the services of all persons who work in the school, and defines the scope of his responsibility for services offered by school personnel.

Procedure for Development

No special activity or procedure is suggested for developing coordination within a school program. Attention to coordination must permeate all activities related to administration.

Content of Program for Coordinating the Services of Personnel

The content of a well coordinated program within a school should include the following:

1. Development of clear statements defining the roles and responsibilities of personnel, and the inter-relationships of all instructional and supportive services within the school.

2. Development of efficient work schedules for instructional and supportive personnel; and

3. Development of an organizational chart showing authority and responsibility within the school.

Reporting

Division superintendents will be asked to complete a Progress Report on the Achievement of Individual School Planning and Management Objectives (a-h) for submission to the Division of Research and Statistics of the State Department of Education on June 30, 1973 and June 30, 1974. Beginning with the 1974-75 school year a special report on the achievement of these objectives will not be necessary. Provision will be made in revised accrediting procedures and reporting to show the achievement of the objectives.

Assigning Pupils to Classes, Programs, and Activities

To maximize learning it is extremely important that each pupil be assigned to those classes, programs, and activities that meet his individual needs. To achieve this objective, the pupil-assignment plan in any school must be focused on individual pupils and not on mass deployment techniques. Frequently, pupils are classified as above-average, average, and below-average on the basis of capacity and/or achievement and then placed in classes according to these classifications. Although such a procedure results in more homogeneous groups of pupils, it does not insure individualized instruction which is the hallmark of quality education.

Statement of the Standard or Objective

d. The principal shall assign pupils to classes, programs, and activities that are designed to promote maximum learning. All pupils whose achievement is below a level commensurate with their scholastic aptitude should be diagnosed for learning disabilities and appropriate instruction should be prescribed.

Description and Explanation

Each principal is responsible for developing and instituting procedures within his school for assigning pupils in such a way as to promote maximum learning. The principal will develop an instructional program which includes classes, programs, and activities which, if pursued, will meet the needs of pupils. The principal, with the help of his staff, will develop procedures for determining the needs of each pupil and for making individual assignments based on these.

The principal also is responsible for giving special attention to underachievers. Further, once a prognosis is made, a definite prescription

must be made for each pupil to help him close the gap between his potential and his actual achievement.

Procedure for Development

Each school has some plan for assigning pupils. Consequently, no principal would have to begin to design a plan where none existed; rather, the beginning point would be the involvement of faculty, central-office personnel where applicable, and other available consultative help in a thorough review of each school's pupil-assignment plan. The purpose of such a review would be to institute new practices and modify existing practices to achieve the intent of this planning and management objective.

The program of pupil assignment designed to meet this objective should include, as a minimum, the use of the findings from diagnostic tests, instruments for recording professional opinions, and the identified needs of each pupil as a background for assignment to classes, programs, and activities. Also, within each pupil's cumulative folder there should be a record of his recognized needs in terms of the school's objectives at a given time and what assignments have been made to help him meet these needs. In addition, there should be included in the cumulative folder for underachievers a written plan, or prescription, that would help him close the gap between capacity and achievement.

Content of Pupil Assignment Plan

A pupil assignment plan should include the following:

1. Description of the procedures, instruments, and personnel used to determine the individual needs of pupils.

2. Description of the assignment plan that is used in the school to place pupils in classes, programs, and activities.

3. Description of the means used to keep records on the existing needs of pupils at a given time.

4. Description of the written "learning prescription" for those pupils who have a lag between capacity and achievement at a given time.

Reporting

Division superintendents will be asked to complete a Progress Report on the Achievement of Individual School Planning and Management Objectives (a-h) for submission to the Division of Research and Statistics of the State Department of Education on June 30, 1973 and June 30, 1974. Beginning with the 1974-75 school year a special report on the achievement of these objectives will not be necessary. Provision will be made in revised accrediting procedures and reporting to show the achievement of the objectives.

Ensuring The Effective Use of Instructional Materials and Equipment

For the most effective use of instructional materials and equipment, each pupil in a school should have access to learning materials which are appropriate to his achievement, his ability, and the learning outcomes (skills, values, and concepts) he is seeking in relation to the stated objectives of the school. A variety of materials also should be available to him.

Most instructional media, such as textbooks, are written for the average learner, are designed for mass use, and include materials sequenced in relation to the objectives of the author and not to the needs of a pupil in a particular school. Textbooks and other media are indispensable tools, but unless they are used effectively learning is not sufficiently individualized.

Statement of Objective

e. The principal shall ensure that instructional materials and equipment are used to provide learning experiences that are compatible with the educational needs of pupils.

Description and Explanation

The principal is responsible for assuring the most effective use of instructional materials and equipment in his school and for seeing that the materials and equipment used are related in a meaningful way to the learning needs of pupils.

The selection and use of media within a school must be based upon objectives determined in relation to the eight broad purposes of education stated in the Standards of Quality and Objectives. It is also implied

that within each class anticipated learning objectives must be stated and appropriate materials and equipment must be used. It also is implied that the media shall be sufficiently varied to meet the range of pupil abilities in the school.

Procedure for Development

In his in-service and supervisory activities with teachers, each principal should involve his faculty in developing objectives for each subject by levels. These objectives should be both meaningful and measurable. When objectives have been determined, media and equipment should be selected that will contribute most toward attainment of each objective. This process may include the development of learning packages and learning modules. The identification of objectives and of appropriate teaching media, combined with an effective management system, should result in the most effective use of instructional materials and equipment.

Content of Program for Effective Use of Instructional Materials

A program which insures the most effective use of instructional materials and equipment should include written statements of educational objectives for each subject by levels. Listed with these objectives should be media available for use in achieving them. The management system that is employed should assure that each pupil will use media related to his ability and to the objective(s) he is pursuing.

Reporting

Division superintendents will be asked to complete a Progress Report on the Achievement of Individual School Planning and Management Objectives

(a-h) for submission to the Division of Research and Statistics of the State Department of Education on June 30, 1973 and June 30, 1974. Beginning with the 1974-75 school year a special report on the achievement of these objectives will not be necessary. Provision will be made in revised accrediting procedures and reporting to show the achievement of the objectives.

Evaluating The Progress of Individual Students and The Effectiveness of the Instructional Program in Each Classroom and In The School As A Whole

An essential element of any educational program is a determination of the extent to which its objectives are achieved. Evaluation focuses on the impact of the educational program on the individual as a person, the measurement of knowledge acquired, and the degree to which skills are mastered. Measurement of the intangible outcomes of education, while difficult, is nonetheless essential. It is generally recognized that sound planning for an on-going school program must be based on an understanding of how well the existing program is serving its purposes. In addition, the public is demanding a more adequate assessment of educational outcomes as part of its concern for accountability in education.

Statement of Objective

f. The principal and his staff shall establish methods of evaluating the progress of individual students and the effectiveness of the instructional program in each classroom and in the school as a whole.

Description and Explanation

The three phases of evaluation included in the objective are sufficiently comprehensive to embrace every aspect of the school and its program. Inasmuch as the function of the school is the education of the persons who are enrolled, evaluating the progress of each pupil as an individual is the heart of this objective.

Procedures for Development

The first step in this task is the development of a statement of educational objectives for each pupil, since such objectives provide the

basis for developing criteria for measuring growth. These objectives must be developed within the parameters of the eight general purposes of education approved by the Board of Education. The pupils should take part in this process.

The educational achievement of each individual should be assessed in terms of these objectives. In addition to an analysis of the pupil's progress to date, this procedure requires a diagnosis of his interests, abilities, and learning characteristics in order to provide a sound base for developing his educational program. A learning program, including the materials needed for instruction, then can be projected for the individual. The individual's progress should be monitored continuously and adaptations made as needed in the program. Evaluation instruments should be used which are designed to measure the individual's progress in achieving objectives. Many of these evaluation instruments may be prepared by the teacher.

The second phase of the plan is the evaluation of each classroom. The basic data needed for this phase is information already collected on the ability and progress of each pupil in the classroom. Careful analysis of this information will provide data indicating the degree of progress which has been made by members of the group. When this has been done, generalizations can be made concerning the strengths and weaknesses of the instructional program provided in the classroom. It may be found, for example, that satisfactory progress was made in the achievement of certain educational objectives which are common to all members of the group, while the achievement of other objectives may have fallen short of expectations. It then will be possible to explore reasons for these successes and failures as a basis for planning improvements.

Other factors to be assessed include the general learning environment of the classroom: Is the environment conducive to good inter-personal relationships? Is it conducive to maximum learning? Were good management practices in evidence in the classroom? Was supervision of students adequate? Did students have maximum ooportunity for self-initiative in their learning? Were adequate and appropriate curriculum materials available? Was there adequate availability of professional resources to supplement those of the teacher in charge of the group? Was the competence of teachers used to the best advantage? What, if any, curriculum adjustments are indicated for next year?

The third phase of evaluation, which involves the school as a whole, should be derived largely from data already accumulated for individual pupils and for classrooms. Generalizations about the effectiveness of the school as a whole can be drawn from these data. Since standardized instruments are not available for many aspects of the required evaluation, the judgment of competent, informed persons must be sought. The principal, teachers, other professional personnel, and laymen should be involved in the evaluation of the school.

As in the case of each classroom, when generalizations concerning the achievement of educational purposes in the school as a whole are analyzed strengths and weaknesses will be revealed. Thus, for example, it is possible to assess the degree to which the basic learning skills are being mastered in the school.

Additional factors should be examined in determining the effectiveness of the school as a whole. Stated as questions, they include: Does the

general atmosphere of the school facilitate learning? Is the school atmosphere one which recognizes the worth and dignity of each student? Is the environment of the school such that professional resources are geared to the learning needs and program of the individual student?

An important area to be evaluated in determining the effectiveness of the school involves relationships between the school and community. Questions such as the following should be answered: Is there adequate communication between the school and community? Does the community understand how the school is attempting to achieve its goals? Does the community understand and support the relationships between the objectives and the curricula of the school and the functions of school personnel? Are the various resources of the community, human and otherwise, approrpiately used in the school program? Is there appropriate coordination of the school program with programs of other agencies in the community and with other community institutions, such as the home and the church, which affect the learning of students?

Content of the Plan for Evaluating Pupil Progress

The State Department of Education will provide forms for school divisions to use in evaluating the progress of individual students and the effectiveness of the instructional program in each classroom and in the school as a whole.

Reporting

Division superintendents will be asked to complete a Progress Report on the Achievement of Individual School Planning and Management Objectives

(a-h) for submission to the Division of Research and Statistics of the State Department of Education on June 30, 1973 and June 30, 1974. Beginning with the 1974-75 school year a special report on the achievement of these objectives will not be necessary. Provision will be made in revised accrediting procedures and reporting to show the achievement of the objectives.

Instructional Supervision and Assistance to Teachers

Instructional supervision at the local school level requires the involvement of all concerned persons in a continuous search for tentative best answers to four basic questions:

1. What are the specific objectives of the school in relation to those of the school system and the eight broad purposes of education that are stated in the Standards of Quality and Objectives?

2. What activities should be provided for pupils that will contribute most to the achievement of the objectives of the school?

3. How may these activities be organized to assure an efficient program of instruction in the school, and what instructional materials may best be used in these activities?

4. To what extent have pupils achieved the objectives stated in (1) above?

For maximum effectiveness supervision of instruction must be centered in the school and the principal must be involved in the process. The intent of the following objective is to foster an effective program of instructional supervision and assistance to teachers at the local school level and to clarify responsibilities concerning the program.

Statement of Objective

g. The principal shall provide direct instructional supervision and assistance to teachers to help them meet the standards for classroom planning and management and shall utilize available supervisory and other consultant personnel as needed to ensure an effective instructional program in the School.

Description and Explanation

The principal is responsible for providing direct instructional supervision and assistance to teachers. This means that in small schools the principal must spend an appropriate amount of his time working directly

with teachers, individually and collectively, on problems of instruction. In large schools, even though an assistant principal may have the primary responsibility for supervising instruction, the principal must make certain that an effective program is provided.

The objective also requires that direct supervision and assistance to teachers be focused upon the six Classroom Planning and Management Objectives, namely: (1) humanizing instruction, (2) providing for individual differences of pupils, (3) using instructional materials effectively, (4) organizing learning activities, (5) developing a favorable psychological climate for learning, and (6) evaluating the progress of students. (See Standards of Quality and Objectives, Classroom Planning and Management Objectives). The principal also should utilize available supervisory and consultative help needed. This means that the principal must plan a program of instructional supervision that coordinates the services available in the school with those in the central office.

Procedure for Development

The principal must develop a supervisory plan for his school. Some school divisions have all supervisory personnel located in the central office. Others have special or subject supervisors in the central office and general supervisors in the school. In either case, the principal must develop a plan for his school that is articulated with the services in the central office so that responsibilities and relationships of personnel are well defined.

Some of the more important elements of a plan for instructional supervision and assistance to teachers include:

1. Reviewing and recommending textbooks and other instructional materials and media for adoption and use in the school.

2. Providing appropriate in-service activities such as meetings, conferences, classes, etc. for faculty members.

3. Providing opportunities for involving faculty members in determining the instructional policies of the school.

4. Providing opportunities for involving faculty members in determining the most appropriate subjects and activities to meet the objectives of the school.

5. Providing opportunities for involving teachers in determining the organization for the most effective use of the school day.

6. Providing technical assistance to teachers on subject matter content and instructional methodologies.

7. Providing assistance and suggesting techniques for diagnosing the instructional needs of individual pupils and groups of pupils and prescribing appropriate programs for them.

8. Assisting teachers to determine their strengths and weaknesses and recommending procedures for improvement.

9. Fostering activities, with community involvement, which are designed to resolve instructional problems in the school.

10. Fostering innovative instructional programs to improve teaching-learning procedures.

11. Developing, with the assistance of teachers, procedures to assist them in determining the extent to which their efforts are helping to achieve the objectives of the school.

12. Providing opportunities for teachers and pupils to work together to foster good human relationships.

Content of Plan for Instructional Supervision Within the School

Each principal, in cooperation with the supervisory staff in the superintendents' office, should prepare a plan for instructional supervision and assistance to teachers that is followed in his school. The plan should include:

1. A plan for instructional supervision which includes identification of roles, relationships, and responsibilities and the way in which the school supervisory plan is related to the divisionwide plan for instructional supervision.

2. The deployment and use of personnel in implementing the plan.

3. The major focus and activities of instructional supervision within the school for the current year.

4. An evaluation of the accomplishments of instructional supervision for the current year in relation to the six Classroom Planning and Management Objectives.

5. Plans and changes for future development of the program within the school.

Reporting

Division superintendents will be asked to complete a Progress Report on the Achievement of Individual School Planning and Management Objectives (a-h) for submission to the Division of Research and Statistics of the State Department of Education on June 30, 1973 and June 30, 1974. Beginning with the 1974-75 school year a special report on the achievement of these objectives will not be necessary. Provision will be made in revised accrediting procedures and reporting to show the achievement of the objectives.

Evaluation of Teachers and Other School Employees

Quality teaching does not occur automatically. It is a product of cooperative effort of teachers, supervisors, and administrators. Competence can be stimulated and enhanced through an effective program of evaluation. Involved in this process is a clearer definition of teaching responsibilities, identification of performance expectations and areas where improvement may be needed, performance objectives or work targets, a plan of action to achieve the performance objectives in which supervision and evaluation are intertwinted, self-assessment by the teacher, assessment by the evaluator, and an evaluation conference with appropriate follow-up action. It is essential that teachers and other employees be involved in drafting the evaluation procedures to be used to assess the quality of their performance.

As in the evaluation of central office personnel and principals, the prime purpose of evaluating the work of teachers and other employees is to improve performance. There may be other purposes to be served such as determining the incidence of unsatisfactory service, providing data to fulfill the requirements of due process when termination is an issue, or collecting information which will be useful in making various personnel decisions. These are more properly subsidiary uses of evaluation. A well-designed evaluation process can serve all of these purposes.

Statement of Objective

h. The principal and his staff shall provide for the cooperative evaluation of the teachers and other employees in his school. The evaluation of teachers should be based on the standards for Classroom Planning and Management.

Description and Explanation

This standard requires that teachers and other employees be involved in developing evaluation procedures to be used to assess their performance. It is assumed that these procedures will be developed on a systemwide basis rather than in each school. To do otherwise would result in substative differences in practice from one school to another.

In applying the systemwide procedures in individual schools, the principal, teachers, and other employees should have latitude to make adjustments to fit the unique requirements of local situations. In so doing, inherent differences among schools can be accommodated.

The standard stipulates the performance criteria which are to be used in evaluating teachers. They are stated on pp. 118-120 of this Manual. Consequently, each school division will not have to develop its own performance criteria. On the other hand, performance standards (criteria) are not stipulated for other employees, and it is presumed that these will have to be formulated by school divisions.

Procedure for Development

As has been indicated, the evaluation procedures for teachers and other employees should be developed by a systemwide committee in which teachers will have a dominant role. Other members of the committee should be chosen from the administrative and supervisory staffs. The committee should be guided by the six Classroom Planning and Management Objectives and the model which is shown on the next page.

A separate committee, similarly constituted and implemented, should be appointed for other school employees.

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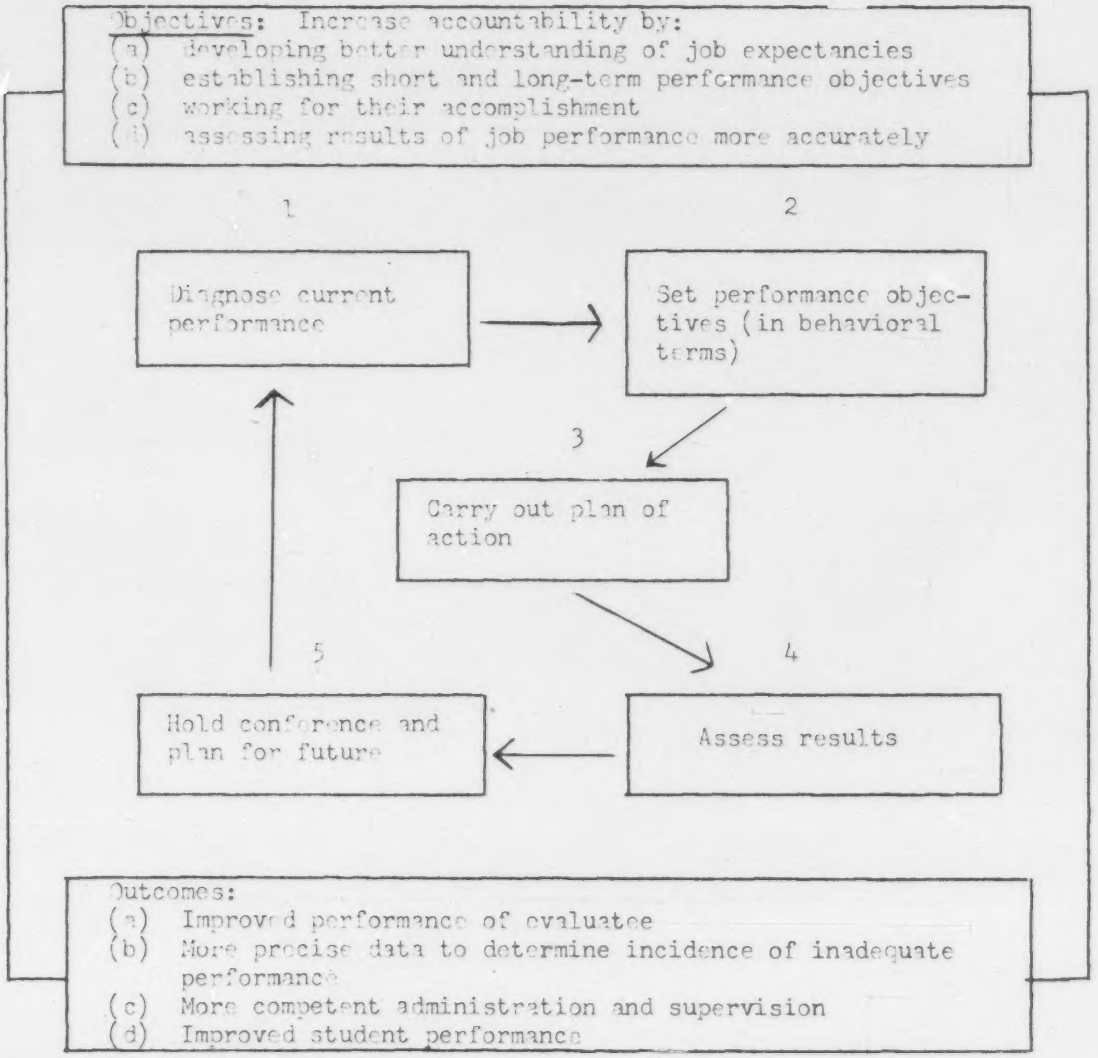
Essential Elements in

Evaluation of Teachers and Other School Employees

(Performance Objectives Model)


Objectives: Increase accountability by:
(a) developing better understanding of job expectancies
(b) establishing short and long-term performance objectives
(c) working for their accomplishment
(d) assessing results of job performance more accurately
1
Diagnose current performance
2
Set performance objectives (in behavioral terms)
3
Carry out plan of action
4
Assess results
5
Hold conference and plan for future
Outcomes:
(a) Improved performance of evaluatee
(b) More precise data to determine incidence of inadequate performance
(c) More competent administration and supervision
(d) Improved student performance

The superintendent should convene the committees, charge them with the development of the evaluation processes, set a target date for completion of their work, help them get organized and in operation, and provide them with necessary staff assistance.

Evaluation Committee for Teachers. The size of the committee will depend upon the number of categories of teachers to be represented. If too large to function effectively as a committee of the whole, the committee may be divided into task forces to carry out its work. The committee should develop:

1. Performance criteria. These have already been stipulated and include: (a) humanization of instruction, (b) provision for individual differences of students, (c) appropriate use of instructional materials and other resources, (d) organization of learning activities to achieve specific objectives, (e) provision for a favorable psychological environment for learning, and (f) evaluation of student progress. Each of these criteria (standards) is explained on pp. 118-120 of this Manual.
2. Performance Objectives. Suggestions should be given to enable teachers to design specific work targets, based upon the performance criteria. The performance criteria are general statements and are not easily translated into specific work targets. It will be necessary for the committee to study the techniques of developing performance objectives (targets), which are discussed on pp. 50-54 of the Tentative Report, Evaluation of Personnel.

3. Evaluation Procedures. The evaluation committee should formulate step-by-step procedures to be used in carrying out the evaluation plan. Among the topics to be included are the following: categories of teachers to be evaluated; frequency of evaluations; designation of evaluators; role of central office specialists in the evaluation process; procedures for collecting evaluation data; "ground rules" for classroom observations and conferences; significance of self-evaluation; nature of evaluator assessments; evaluation conferences; appeal procedures; and other pertinent topics.

4. Evaluation Forms and Records. The committee will develop appropriate forms and records to carry out the evaluation plan.

Evaluation Committee for Other Employees. The committee established to design an evaluation plan for other employees in local schools should follow the same steps as the Evaluation Committee for Teachers. The committee must establish performance criteria, since the Standards of Quality and Objectives for Public Schools in Virginia do not do so. Otherwise, the work tasks of the Evaluation Committee for Other Employees are the same as those specified for the Evaluation Committee for Teachers.

Content of Plan for Evaluation of Teachers and Other School Employees

The work of the Evaluation Committee for Teachers should result in development of An Evaluation Procedures Handbook which describes all aspects of the evaluation plan. The Evaluation Procedures Handbook for teachers should include:

1. Statement of the rationale of the evaluation plan (See performance objective model, p. 115);

2. Statement of performance criteria (standards listed on pp. 118-120 of this Manual);

3. Suggestions for formulating performance objectives (work targets);

4. Sequential steps in the evaluation process, including the items in Evaluation Procedures (See item 3, Evaluation Procedures, p.116);

5. Evaluation forms and records;

6. Other pertinent topics.

The outcome of the work of the Evaluation Committee for Other Employees is also an Evaluation Procedure Handbook. It should contain essentially the same topics as that for teachers. Performance criteria will be different, however, and other adaptations should be made as required.

Reporting*

By June 30, 1974, a systemwide committee should have developed two handbooks, one for teachers and one for other employees, which will be available for use in all schools.

Division superintendents will be asked to complete a Progress Report on the Achievement of Individual School Planning and Management Objectives (a-h) for submission to the Division of Research and Statistics of the State Department of Education on June 30, 1973 and June 30, 1974. Beginning with the 1974-75 school year a special report on the achievement of these objectives will not be necessary. Provision will be made in revised accrediting procedures and reporting to show the achievement of the objectives.

*One handbook may be developed for the school division that includes separate sections on the evaluation of central office personnel and principals, the evaluation of teachers, and the evaluation of other employees.

2. CLASSROOM PLANNING AND MANAGEMENT

Many volumes have been written in attempts to describe effective teaching. Usually, each of these volumes is based upon a specific teaching methodology, a specific subject area such as English or history, or specific learning objectives. Few successful efforts have been made to identify and to state succinctly those factors which are essential for effective teaching in all situations. Yet, such a frame of reference is necessary if coordinated efforts of groups of persons with varied individual abilities, backgrounds, and interests are to be focused sharply upon the improvement of teaching. Further, each teacher has a right and a need to know precisely what is expected of him in terms of job performance.

Effective teaching requires the humanization of instruction, provision for individual differences, use of appropriate instructional materials, organization of learning activities, provision for a favorable psychological climate, and evaluation of the progress of pupils. The following objective is designed to identify those common factors that must be present in all effective teaching and to outline the responsibilities of teachers with respect to them.

Statement of Objective

In accordance with local policies and regulations, the teacher shall be responsible for discharging the following major duties:

a. The teacher shall provide for the humanizing of instruction in the classroom. To accomplish this, the teacher should:

   (i) Know the academic strengths and weaknesses of each child;

   (ii) Know the home and community environment of each child;

   (iii) Treat each child as an individual in accordance with his needs;

(iv) Understand and appreciate each child as an individual of worth; and

(v) Help each child to recognize his potential, to develop his abilities, and to assume his responsibilities as a member of the group.

b. The teacher shall provide for individual differences in the classroom. To accomplish this, the teacher should:

(i) Provide different subject matter and learning experiences and have different achievement standards for individuals with different abilities and/or past achievements; and

(ii) Provide opportunities for pupils to work independently on meaningful tasks that derive from and contribute to the planned activities of the group.

c. The teacher shall make use of available instructional materials and other resources that are appropriate to the needs of the pupils. To accomplish this, the teacher should supplement the textbook and make appropriate use of:

(i) Additional reading materials, such as library books and reference materials, magazines, and newspapers;

(ii) Educational television and other audio-visual aids;

(iii) Demonstrations, dramatizations, and other classroom activities;

(iv) Field trips;

(v) Resource persons and school-related youth organizations; and

(vi) Individual and group projects, in or out of school.

d. The teacher shall organize learning activities to achieve specific objectives which should include:

(i) The development of needed skills;

(ii) The understanding of specific concepts;

(iii) The solution of meaningful problems; and

(iv) The development of wholesome attitudes.

e. The teacher shall provide a favorable psychological environment for learning. To accomplish this, the teacher should:

(i) Develop and use questioning techniques that require pupils to employ the higher cognitive processes as well as to demonstrate retention and comprehension;

(ii) Encourage pupils to express their ideas in group discussions; and

(iii) Involve pupils in planning and conducting class activities under the guidance and direction of the teacher.

f. The teacher shall evaluate the progress of students. To do this, the teacher should:

(i) Emphasize the application of knowledge to new situations;

(ii) Include achievement in all areas of instruction, habits of work, attitudes, personal traits, and group relationships; and

(iii) Help each pupil to develop the ability to evaluate his own progress and to involve him in the evaluation process.

Description and Explanation

Stated in the objective are the six major responsibilities of teachers in Virginia. Also included under each of the responsibilities are suggested procedures for successfully accomplishing each one. The objective implies that each school division should make policies and regulations governing the manner in which each of the responsibilities should be discharged. It is incumbent upon each school division, according to its particular needs, to extend, clarify, and make more precise the ways in which each responsibility can be discharged most effectively.

Procedure for Development

To develop a broad-based, mutual understanding of the objective, each school division should discuss with professional and lay groups the stated responsibilities of teachers and suggested procedures for discharging them.

After this has been accomplished, the objective should serve as a guide for decisions related to the instructional program in the school division. For example, as stated elsewhere in this Manual, teacher evaluation should be based upon the Classroom Planning and Management Objective. This objective, then, serves as a basis for developing teacher evaluation instruments, and as a guide to assist school boards in determining policies which affect teaching.

Reporting

School divisions will be asked to supply information indicating that their instructional programs are organized to help teachers achieve the Classroom Planning and Management Objective and that teaching performance is evaluated to determine the extent to which these objectives are achieved.

Division superintendents will be asked to complete a Progress Report on the Achievement of Classroom Planning and Management Objectives (a-h) for submission to the Division of Research and Statistics of the State Department of Education on June 30, 1973 and June 30, 1974. Beginning with the 1974-75 school year a special report on the achievement of these objectives will not be necessary. Provision will be made in revised accrediting procedures and reporting to show the achievement of the objectives.

APPENDIX A

AN ORGANIZATION FOR IMPLEMENTING STANDARDS OF QUALITY AND OBJECTIVES

AN ORGANIZATION FOR IMPLEMENTING STANDARDS OF QUALITY AND OBJECTIVES

SCHOOL DIVISION PLANNING COUNCIL

PMS 3: Planning Capability (47-54) PMS 4: Five-Year Plan (55-63) PMS 5: Annual Plan (64-65)

KINDERGARTEN
Program 3: Kg. (14-16)

SPECIAL EDUCATION
Program 4: Spec. Educ. (17-18)

VOCATIONAL EDUCATION
Program 5: Voc. Educ. (19-20)

CONTINUING EDUCATION
Program 6: Cont. Educ. (23-26)

ELEMENTARY SCHOOL
Program 1: Elem. Schs. (10-11)
PO 2: Overage (86)
3: Achievement (87)
5: % of attendance (88)
PMO 1a: Annual Plan[1] (93-96)
c: Coordination of services[3] (97-98)
d: Pupil assignment[4] (99-100)

SECONDARY SCHOOL
Program 2: Sec. Schs. (12-13)
PO 1: Graduates as % of first grade (86-87)
3: Achievement (87)
5: % of attendance (88)
PMO 1a: Annual Plan[1] (93-96)
c: Coordination of services[3] (97-98)
d: Assignment of pupils[4] (99-100)

PERSONNEL
PS 1: Central office (1-3)
2: Schools (3-7)
PMS 8: Evaluation of central office staff and principals (76-81)
PO 4: Advanced degrees (88)
6: Teacher endorsements (89)
PMO 1h: Evaluation of teachers[8] (113-118)

SUPERVISION
PMS 7: Program of instructional supervision (72-75)
PMO 1g: Instructional supervision[7] (109-112)
CPMO a: Humanization
b: Individualization
c: Use of materials
d: Organization
e: Learning environment
f: Pupil evaluation (119-121)

INSTRUCTIONAL MATERIALS
Annual expenditure (8-9)
PMO 1c: Ensuring use of materials (102-104)
2c: Classroom use of materials[5] (119-121)

FOLLOW-UP
PMS 6: Follow-up studies (66-71)
PMO 1f: Evaluation of pupils and programs[6] (105-108)
2f: Pupil evaluation (119-121)

POLICY
PMS 1: Policy adoption (27)
2: Policy manual (29-46)
PMO 1b: School handbook[2] (93-96)

INDIVIDUAL SCHOOL PLANNING COUNCIL
PMO 1a: Annual Plan[1] (93-96)

PMO 1b: SCHOOL POLICY HANDBOOK[2] (93-96)

PMO 1c: COORDINATION OF SERVICES[3] (97-98)

PMO 1d: ASSIGNMENT OF PUPILS[4] (99-100)

PMO 1e: USE OF MATERIALS[5] (102-104)

PMO 1f: EVALUATION OF PUPILS AND PROGRAMS[6] (105-108)

PMO 1g: INSTRUCTIONAL SUPERVISION[7] (109-112)

PMO 1h: EVALUATION OF TEACHERS AND OTHER SCHOOL EMPLOYEES[8] (113-118)

CODE
PS Personnel Standards
PMS Planning and Management Standards
PO Performance Objectives
PMO Planning and Management Objectives
CPMO Classroom Planning and Management Objectives
( ) Page references in Manual for Implementing Standards ...

The chart on "An Organization for Implementing Standards of Quality and Objectives" indicates one way in which a school division might be organized at the division level and at the individual school level to work toward the achievement of the Standards of Quality and Objectives enacted by the 1972 Session of the General Assembly. It is not meant to imply that every school division will find it necessary to establish all the committees shown on the chart.

Under School Division Planning Council, the Chart includes all Standards and Objectives for school divisions and groups them in 11 related categories: Kindergarten, Special Education, Secondary School, Elementary School, Personnel, Vocational Education, Continuing Education, Supervision, Instructional Materials, Follow-Up, and Policy. This enables the reader to see at a glance the various Standards and Objectives and their relationship to each other.

Under Individual School Planning Council, the Chart shows eight Planning and Management Objectives related to improving the individual school program: Annual Plan, School Policy Handbook, Coordination of Services, Assignment of Pupils, Ensuring Use of Materials, Evaluation of Pupils and Programs, Instructional Supervision, and Evaluation of Teachers and Other School Employees. It shows also the relationship of these objectives to the 11 areas under School Division Policy Council.

Many superintendents, particularly those in small school divisions, may consider it unnecessary to appoint a committee for each of the 11 areas under the School Division Planning Council, and many principals may consider it unnecessary to appoint a committee for each of the seven areas under the Individual School Planning Council. It is suggested that decisions on appointing individual committees be reached only after the School Division Planning Council and the Individual School Planning Council have been organized, have studied the Standards and Objectives, and have decided with the approval of the superintendent and principal, respectively, on the best organization for the school division and school.

The following suggestions are offered.

SCHOOL DIVISION PLANNING COUNCIL

It is believed that every school division should have a Planning Council, appointed by the superintendent and approved by the School Board. The chairman of the Council should be the superintendent's designated representative in all matters related to planning and implementing the Standards and Objectives.

As shown on the Chart, the Planning Council should assume direct responsibility for planning the implementation of the following Planning and Management Standards:

(3). Planning Capability. "The superintendent shall develop the capability, procedures, and organizational structure to enable the school division to plan for future needs."

(4). Five-Year School Improvement Plan. "The superintendent shall involve the community and his staff in the preparation of a five-year plan, which shall be updated annually. Such a plan shall be based on a study of the extent to which pupils are achieving the eight broad objectives formulated by the Board of Education and shall be designed to raise the level of pupil performance. This plan shall be reviewed and approved by the School Board and submitted to the State Superintendent of Public Instruction for approval by the Board of Education."

(5). Superintendent's Annual Plan. "The superintendent shall prepare and present to the School Board an annual plan to achieve specific objectives of the approved five-year plan as part of the annual operating and capital outlay budgets."

The Planning Council also should study the Performance Objectives as they relate to the school division. The current status of the division with respect to the Performance Objectives should be determined and plans made to meet them to the fullest extent possible.

After it has studied the Standards and Objectives and the relationships shown on the Chart, the Planning Council should recommend to the superintendent that he appoint such committees as are deemed needed to develop the necessary plans and programs. Probably all school divisions should have the following committees:

1. Committee on Special Education to plan a program to meet the requirements of Program Standard No. 4:

> "Each school division shall identify exceptional children, including the gifted, by use of diagnostic procedures and shall develop a plan acceptable to the Board of Education to provide appropriate educational opportunities for them. Such opportunities may be provided through local programs, regional cooperative programs, or tuition assistance for handicapped children where no public school program is available."

The Division of Special Education, State Department of Education, will provide instructions and forms for identifying exceptional children and developing a plan to provide a suitable program for them. The instructions and forms will be available in September 1972 and the plan must be ready by June 30, 1973.

2. Committee on Vocational Education to plan a program to meet the requirements of Program Standard No. 5:

"Each school division shall provide, either within the division or on a regional basis, training for employment by students planning to enter the world of work, or it shall develop a plan acceptable to the Board of Education by June thirty, nineteen hundred seventy-three to provide such training."

This Committee should prepare an assessment of the program of vocational education in the division. This assessment should be presented to the Planning Council by November 15 so that it could be reviewed and presented to the division superintendent by December 1. This assessment is due in the State Department of Education by January 1, 1973.

If the assessment indicates that the school division is meeting adequately the needs for vocational education, it will not be necessary to develop a plan. If it is not, a plan for meeting this standard must be developed and submitted to the State Department of Education by June 30, 1973.

3. If kindergarten is not provided, a Committee on kindergarten to plan a program to meet the requirements of Program Standard No. 3:

"Each school division that does not provide a kindergarten program shall by the end of the 1972-74 biennium develop a plan to provide such a program, and shall state in the plan a date acceptable to the Board of Education on which the kindergarten program will be implemented."

The kindergarten program should be planned for inauguration by September 1974 or, in case of exceptional circumstances, by September 1976.

If other committees are appointed, a brief description of their work is indicated below:

CONTINUING EDUCATION (Manual, pp. 22-25)

This Committee should make an assessment of the continuing education program in the school division. If this assessment indicates that the school division is meeting adequately the standard on continuing education, it will not be necessary to develop a plan. If not, a plan must be developed for meeting this standard.

SUPERVISION (Manual, pp. 70-73, 108-111, 118-121)

This Committee should study Planning and Management Standard No. 7 and Planning and Management Objective 1.g and recommend a coordinated program of supervision for the school division and its schools. This program should be focused primarily on assisting teachers to meet the Classroom Planning and Management Objectives (a-f).

ELEMENTARY SCHOOL

This Committee should examine the following:

Program Standard 1 (Manual, pp. 9-10)

Consideration should be given to planning elementary school programs and deploying personnel and other resources in such a way that accreditation standards will be met. In cases where accreditation standards are not met, the deficiencies of schools should be studied and plans developed on a systemwide basis for meeting the standards.

Performance Objectives 2, 3, & 5 (Manual, pp. 84-86)

The current status of the school division with respect to these Performance Objectives should be determined and plans developed which will enable the division to meet them.

Planning and Management Objectives 1a, c, & d (Manual, pp. 88-90, 95-96, 97-99)

Ways should be developed for assisting principals and their staffs in discharging these Planning and Management Objectives.

SECONDARY SCHOOLS

This Committee should examine the following:

Program Standard No. 2 (Manual, pp. 11-12)

Consideration should be given to planning secondary programs and deploying personnel and other resources in such a way that accreditation standards will be met. In cases where accreditation standards are not met, the deficiencies of schools should be studied and plans developed on a systemwide basis for meeting the standards.

Performance Objectives 1, 3, & 5 (Manual, pp. 83-84, 85, 86)

The current status of the school division with respect to these Performance Objectives should be determined and plans developed which will enable the division to meet them.

Planning and Management Objectives 1a, c, & d (Manual, pp. 88-90, 95-96, 97-99)

Ways should be developed for assisting principals and their staffs in discharging these Planning and Management Objectives.

PERSONNEL

This Committee should give attention to the following:

1. Central Office a and b (Manual, pp. 1-3)

The current status of the school division with respect to these standards should be determined and plans developed with the superintendent to meet these standards.

2. Schools a and b (Manual, pp. 3-6)

The current status of the school division and of individual schools with respect to these standards should be determined and plans should be developed with the superintendent and with principals to meet these standards.

Planning and Management Standard 8 (Manual, pp. 74-79)

This Committee should study this standard and recommend a plan for the cooperative evaluation of central office personnel and principals. This Committee should recommend ways the superintendent and his staff may provide assistance to principals in the cooperative evaluation of teachers and other employees.

Performance Objectives 4 and 6 (Manual, pp. 85, 86)

This Committee should determine the current status of the school division with respect to these Performance Objectives and should develop plans which will enable the division to meet them.

Planning and Management Objective 1h (Manual, pp. 112-117)

This Committee should study Planning and Management Objective 1h and recommend a program which will provide for the cooperative evaluation of teachers and other school employees.

INSTRUCTIONAL MATERIALS

This Committee should work in the following areas:

Instructional Materials and/or Educational Television (Manual, pp. 7-8)

The current status of the school division with respect to the annual expenditure for instructional materials should be determined and plans should be developed to meet this standard.

Planning and Management Objectives 1e and 2c (Manual, pp. 100-102, 119)

Ways should be developed for assisting principals to ensure the effective use of instructional materials and equipment and for assisting teachers to use instructional materials that are appropriate to the needs of pupils.

FOLLOW-UP

This Committee should examine the following:

Planning and Management Standard 6 (Manual, pp. 64-68)

A person should be appointed to coordinate follow-up studies in the school division and to serve as the liaison person between the division and the Division of Research and Statistics of the State Department of Education. The Research Division will furnish all questionnaires and forms required in conducting the follow-up studies.

Planning and Management Objectives 1f and 2f (Manual, pp. 103-107, 120)

Ways should be developed for assisting the principal and his staff in establishing methods of evaluating the progress of individual students and the effectiveness of the instructional program in each classroom and in the school as a whole.

POLICY

This Committee should give assistance in the following areas:

Planning and Management Standard 1 (Manual, pp. 26)

Assistance should be given to the superintendent and School Board in developing objectives for the school division and in formulating broad policies which will facilitate the achievement of the objectives.

Planning and Management Standard 2 (Manual, pp. 27-44)

School personnel should be involved in preparing a policy manual that will give direction for administrative and legislative action within the school division.

Planning and Management Objective 1b (Manual, pp. 91-94)

Assistance should be given to school principals in the development of school handbooks of policies and procedures which implement policies of the School Board and which are necessary for the efficient operation of the school. Some

school divisions may find it desirable to have several schools work together to develop handbooks.

INDIVIDUAL SCHOOL PLANNING COUNCIL

The Individual School Planning Council will assist the elementary or secondary principal in the same manner as the division Planning Council assists the superintendent. The Planning Council should include representatives of the community and should identify areas for special attention, desirable procedures to meet selected needs, and indicate other areas requiring future attention. The principal or his representative should be chairman of the School Planning Council. The School Planning Council should be responsible for preparing the Annual School Plan (Manual 88-90). This plan should focus the special efforts and resources of the school on those aspects of the school program chosen annually for improvement.

In some schools, particularly small schools, the School Planning Council might be the only organized group that is needed to assist the principal in planning the implementation of the Planning and Management Objectives that relate to individual schools. It could assist only with the development of the annual school plan or it could be assigned to assist with one or more of the remaining seven objectives. In other schools, the principal might want to appoint additional committees to assist with one or more of the seven objectives shown on the Chart. If other committees are appointed, their primary responsibilities are indicated below:

SCHOOL POLICY HANDBOOK (Manual 91-94)

This Committee should assist the principal in the development of a school handbook of policies and procedures. The Committee should work closely with the division Committee on Policy.

COORDINATION OF SERVICES (Manual 95-96)

This Committee should assist the principal in coordinating the services of persons who work in the school by helping him to define roles and responsibilities, develop work schedules, and prepare organizational charts. This Committee should work with the division Committees on Elementary School and Secondary School, if these two Committees are appointed.

ASSIGNMENT OF PUPILS (Manual 97-99)

This Committee should assist the principal in developing and instituting procedures within the school for assigning pupils to classes, programs, and activities in such a way as to promote maximum learning. This Committee should work with the division Committees on Elementary School and Secondary School, if these two Committees are appointed.

ENSURING USE OF MATERIALS (Manual 100-102)

This Committee should assist the principal in assuring the most effective use of instructional materials and equipment in the school. This Committee should work closely with the division Committee on Instructional Materials, if the Committee on Instructional Materials is appointed.

EVALUATION OF PUPILS AND PROGRAMS (Manual 103-107)

This Committee should determine methods for evaluating the progress of individual pupils and should assess the effectiveness of individual classrooms and of the school. The Committee should work with the division Committee on Follow-Up Studies.

INSTRUCTIONAL SUPERVISION (Manual 108-111)

This Committee should assist the school principal to ensure an effective instructional program in the school. Direct supervision and assistance should help teachers in the six areas of responsibility described in Classroom Planning and Management. This Committee should work with the division Committee on Supervision, if the Committee on Supervision is appointed.

EVALUATING OF TEACHERS AND OTHER SCHOOL EMPLOYEES (Manual 112-117)

Although the Evaluation Procedures Handbook will be developed by a systemwide committee, a local school's committee on the evaluation of teachers might be helpful in providing suggestions to the systemwide committee and in interpreting the Evaluation Procedures Handbook to members of the school's faculty. In some schools, the principal may wish to involve the local committee to assist him in carrying out evaluation procedures.

APPENDIX B

REPORTING SCHEDULE

FOR

STANDARDS OF QUALITY AND OBJECTIVES

REPORTING SCHEDULE FOR STANDARDS OF QUALITY AND OBJECTIVES

	Forms Used And Documents Required	Mail to State Department of Education	Date Due In State Department of Education
A. Personnel Standards 1. Central Office a. State-aid administrative position b. State-aid supervisory positions 2. Schools a. Change from ADA to ADM b. State-aid on positions required to meet accreditation standards	Certificate Showing Number of Positions in which Personnel are Actually Employed	Asst. Supt. for Administration and Finance	April 15, 1973 and each year thereafter
B. Instructional Materials and/or Ed. Television	Form SOQ. Instructional Materials and Ed. Television Standard. Expenditure Per Pupil for Instructional Materials and/or Educational Television. (Expenditures as shown in 17b2, lines 235 and 314 of Annual School Report)	Asst. Supt. for Administration and Finance	July 1, 1973 and each year thereafter

	Form Used And Documents Required	Mail to State Department of Education	Date Due in State Department of Education
C. Program Standards			
1. Elementary Education	Form SOQ. Program Standard 1. Plan for Warned or Unaccredited Elementary School to Meet Accreditation Standards	Asst. Supt. for Instruction	July 1, 1973 and each year thereafter
2. Secondary Education	Form SOQ. Program Standard 2. Plan for Warned or Unaccredited Secondary School to Meet Accreditation Standards	Asst. Supt. for Instruction	July 1, 1973 and each year thereafter
3. Kindergarten	Form SOQ. Program Standard 3 Plan for Providing Kindergarten Program	Asst. Supt. for Instruction	July 1, 1974
4. Special Education	Form SOQ. Program Standard 4 Plan for Providing Special Education Services	Asst. Supt. for Instruction	July 1, 1973
5. Vocational Education	Form SOQ. Program Standard 5 Plan for Providing Training for Students Entering the World of Work	Asst. Supt. for Instruction	July 1, 1973
6. Continuing Education	Form SOQ. Program Standard 6 Plan for Providing A Program of Continuing Education	Asst. Supt. for Instruction	July 1, 1974

	Form Used And Documents Required	Mail to State Department of Education	Date Due in State Department of Education
D. Planning and Management Standards			
1. Adopting Policy	Reported with Item 2, Policy Manual		
2. Policy Manual	Form SOQ. Planning and Management Standard 2. Policy Manual	Div. of Research and Statistics	June 1, 1974
3. Planning Capability	Reported with Item 4. Five-Year School Improvement Plan		
4. Five-Year School Improvement Plan	Form SOQ. Planning and Management Standard 4. Five-Year School Improvement Plan	Div. of Research and Statistics	June 1, 1974 and updated and submitted each year thereafter
5. Superintendent's Annual Plan	Form SOQ. Planning and Management Standard 5. Superintendent's Annual Plan	Asst. Supt. for Admin. and Finance	June 30, 1974 and each year thereafter
6. Follow-up Studies of Former Students	Student questionnaires	Div. of Research and Statistics	Questionnaires for ninth graders in Fall of 1973 and every other year thereafter, 12th graders in Spring of 1973 and every other year thereafter. Beginning with 9th graders in Fall of 1973, dropouts will be reported as they withdraw from school.
7. Instructional Supervision at Central Office Level	Form SOQ. Planning and Management Standard 7. Instructional Supervision at Central Office Level	Asst. Supt. for Instruction	June 1, 1974 and each year thereafter
8. Evaluation of Central Office Personnel and Principals	Form SOQ. Planning and Management Standard 8. Evaluation Procedures Handbook	Asst. Supt. for Instruction	June 1, 1974

	Form Used and Documents Required	Mail to State Department of Education	Date Due in State Department of Education
E. Performance Objectives	No additional reports pertaining to State and School Division Performance Objectives will be required. The information required for evaluating Performance Objectives will be taken from reports now being collected by the State Department of Education. The reports shown below are furnished to inform superintendents of the sources of data for evaluating the Performance Objectives.		
State			
1. Graduates as Percent of First Grade 12 Years Earlier	See School Division Performance Objective 1		
2. Percent Overage, K-7	See School Division Performance Objective 2		
3. Pupil Achievement	See School Division Performance Objective 3		
4. Kindergarten Enrollment	Fall Membership Report	Div. of Research and Statistics	October 15, 1972 and each year thereafter
5. Summer Programs Enrollment	Summer Program Report	Div. of Research and Statistics	September 15, 1973 and each year thereafter
6. Special Education Enrollment	Special Education Summary Report	Div. of Special Education	June 15, 1973 and each year thereafter
7. Continuing Education Enrollment	Annual Report for Adult Basic Education	Div. of Secondary Education	June 15, 1973 and each year thereafter
	Annual Report for General Adult Education	Div. of Secondary Education	June 15, 1973 and each year thereafter
	Virginia Vocational Education Adult Enrollment Form	Division of Vocational Education	June 15, 1973 and each year thereafter
8. Graduates Continuing Education	Report of Regular Term Graduates Continuing Their Education	Division of Research and Statistics	October 15, 1972 and each year thereafter
	Report of Summer Term Graduates Continuing Their Education	Division of Research and Statistics	October 15, 1972 and each year thereafter
9. Percent of Teachers with Appropriate Certificate Endorsements	See School Division Performance Objective 6		
10. Teachers with Advanced Degrees	See School Division Performance Objective 4		

	Form Used and Documents Required	Mail to State Department of Education	Date Due in State Department of Education
School Division			
1. Graduates as Percent of First Grade 12 Years Earlier	Final Annual High School Report Report of Summer Term Graduates Continuing Their Education	Div. of Secondary Education Div. of Research and Statistics	June 30, 1972 and each year thereafter October 15, 1972 and each year thereafter
2. Percent Overage, K-7	Table 8, Age Grade Distribution of Annual School Report	Div. of Research and Statistics	June 30, 1973 and each year thereafter
3. Pupil Achievement	Results of standardized test scores in SDE will be used to determine compliance with this objective		
4. Teachers with Advanced Degrees	Annual Report of Instructional Personnel	Div. of Teacher Education	October 15, 1972 and each year thereafter
5. Percentage of Attendance	Table 4, Distribution of Attendance Data in Regular Day Schools By Type of School with Length of Term of Annual School Report	Div. of Research and Statistics	June 30, 1973 and each year thereafter
6. Teachers Endorsed for Assignments	Teacher Daily Assignment Form of the elementary and secondary accreditation report	Divisions of Elementary and Secondary Education	October 15, 1972 and each year thereafter

	Forms Used and Documents Required	Mail to State Department of Education	Date Due in State Department of Education
F. Planning and Management Objectives			
1. Individual School Planning and Management	*Form SOQ. Progress Report on the Achievement of Individual School Planning and Management Objectives (a-h)	Asst. Supt. for Instruction	June 30, 1973 and June 30, 1974
a. Annual School Plan			
b. School Policy Handbook			
c. Coordinating Services of Personnel			
d. Assigning Pupils to Classes, Programs, and Activities			
e. Ensuring Effective Use of Instructional Materials and Equipment			
f. Evaluating Progress of Students and Effectiveness of Programs in each Classroom and in the School as a Whole			
g. Instructional Supervision and Assistance			
h. Evaluation of Teachers and Other School Employees			

*Beginning with the 1974-75 school year a special report on the achievement of these objectives will not be necessary. Provision will be made in revised accrediting procedures and reporting to show the achievement of the objectives.

	Forms Used and Documents Required	Mail to State Department of Education	Date Due in State Department of Education
2. Classroom Planning and Management a. Humanization of Instruction b. Individualization of Instruction c. Use of Materials and Other Resources d. Organization of Work e. Environment for Learning f. Evaluation of Pupil Progress	*Form SOQ. Progress Report on the Achievement of Classroom Planning and Management Objectives (a-f)	Asst. Supt. for Instruction	June 30, 1973 and June 30, 1974

*Beginning with the 1974-75 school year a special report on the achievement of these objectives will not be necessary. Provision will be made in revised accrediting procedures and reporting to show the achievement of the objectives.